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AUTHOR	St. Pierre, Robert; Ricciuti, Anne; Tao, Fumiyo; Creps, Cindy; Swartz, Janet; Lee, Wang; Parsad, Amanda; Rimdzius, Tracy
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ABSTRACT

The Even Start Literacy Program, established in 1989, aims to simultaneously improve the literacy of children and their parents through (1) early childhood education; (2) parenting education; (3) adult education; and (4) parent-child joint literacy activities. The report details findings from the third national Even Start evaluation. The evaluation included two complementary studies: the Even Start Performance Information Reporting System (ESPIRS), which provided annual data on the universe of Even Start projects, and the Experimental Design Study (EDS) which examined Even Start effectiveness in 18 projects. The report draws on data collected in all four years of the ESPIRS as well as pretest and posttest data for 1999-2000 and 2000-2001 collected from the 18 EDS projects. Findings include the following: (1) While Even Start children and parents made gains on literacy assessments and other measures, children and parents in the 18 programs did not gain more than those in the control group, about one-third of whom received early childhood education or adult education services; (2) compared to Head Start, Even Start parents are much less likely to have a high school diploma, and Even Start families have substantially lower household income; (3) Even Start children and parents made small gains on literacy measures and scored low compared to national norms when they left the program; (4) families do not take full advantage of the services offered by Even start projects, participating in a small amount of instruction relative to their needs and program goals; (5) while early childhood classroom experiences provided by the EDS projects were of overall good quality, there was not sufficient emphasis on language acquisition and reasoning to produce measurable impacts

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and hence to achieve legislative outcomes; and (6) the extent to which parents and children participated in literacy services is related to child outcomes. (Contains 67 references.) (HTH)

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third national even start evaluation

Program Impacts and Implications for Improvement

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Planning and Evaluation Service
Office of the Under Secretary
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#2003-05

THIRD NATIONAL EVEN START EVALUATION: PROGRAM IMPACTS AND IMPLICATIONS FOR IMPROVEMENT

2003

Prepared for:

U.S. Department of Education
Planning and Evaluation Service

Prepared by:

Robert St.Pierre
Anne Ricciuti
Fumiyo Tao
Cindy Creps
Janet Swartz
Wang Lee
Amanda Parsad
Abt Associates Inc.
Cambridge, Mass. and
Bethesda, Md.

Tracy Rimdzius
U.S. Department of Education

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U.S. Department of Education
Rod Paige
Secretary

Planning and Evaluation Service
Alan L. Ginsburg
Director

Elementary and Secondary Education Division
Ricky T. Takai
Director

2003

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Building on a decade of national studies of the Even Start Family Literacy Program, this interim report presents analyses of most of the data collected during the third national Even Start evaluation. Many individuals have contributed to this report, and we would like to acknowledge their contributions.

The national evaluation would not be possible without the efforts of all local Even Start projects throughout the country. Each year, in addition to the challenging work of carrying out the Even Start model, projects collect and report data describing the nature of their program, the intensity of the services they provide, the families they serve, and the extent to which these families participate. Even Start state coordinators also provide support to projects and evaluation contractors that is necessary for the success of the evaluation. Special thanks are extended to the project directors and staff of the 18 Even Start projects that participated in the Experimental Design Study. Those projects are identified in Chapter 3 of this report.

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ABBREVIATIONS

AE	Adult Education
ABE	Adult Basic Education
ASE	Adult Secondary Education
AFDC	Aid to Families with Dependent Children
BEST	Basic English Skills Test
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
ECERS	Early Childhood Environment Rating Scale
ECLS	Early Childhood Longitudinal Study
ESL	English as a Second Language
EDS	Experimental Design Study
ESPIRS	Even Start Performance Information Reporting System
ECE	Early Childhood Education
FTE	Full Time Equivalent
GED	General Education Development
GPRA	Government Performance and Results Act
FACES	Family and Child Experiences Study
HIPPY	Home Instructional Program for Preschool Youngsters
HS	High School
JOBS	Job Training for Basic Skills
JTPA	Job Training Partnership Act
LEA	Local Education Agency
LIFT	Literacy Involves Families Together
MEES	Migrant Education Even Start
NEIS	National Even Start Information System
NHES	National Health Education Survey
PAT	Parents as Teachers
PACT	Parents and Children Together
PC	Parent-Child
PE	Parenting Education
PSI	Preschool Inventory
PPVT	Peabody Picture Vocabulary Test
SSI	Supplemental Security Income
SSRS	Social Skills Rating System
STEP	Systematic Training for Effective Parenting
TANF	Temporary Assistance for Needy Families
TOEFL	Test of English as a Foreign Language
WJ-R	Woodcock-Johnson (Revised)
TABE	Tests of Adult Basic Education

EXECUTIVE SUMMARY

The Even Start Family Literacy Program, established in 1989, aims to simultaneously improve the literacy of children and their parents through (1) early childhood education, (2) parenting education, (3) adult education, and (4) parent-child joint literacy activities. The program's underlying premise is that eligible families need each of these four core instructional components, and that these services will be more effective when integrated in a unified program. During the period of this study, Even Start's guiding legislation stressed process factors such as collaboration with local service agencies and the recruitment and screening of eligible families, although it did require high-quality, intensive instructional components. The legislation was reauthorized in 2000 and 2001, and while all previous requirements have been retained, the legislation now stresses more strongly the importance of the quality of instructional content.

Key Findings in Brief

- While Even Start children and parents made gains on literacy assessments and other measures, children and parents in the 18 Even Start programs that participated in the EDS did not gain more than children and parents in the control group, about one-third of whom also received early childhood education or adult education services.
- Even Start serves a very disadvantaged population. Compared with Head Start, Even Start parents are much less likely to have a high school diploma, and Even Start families have substantially lower annual household income.
- Even Start children and parents made small gains on literacy measures and scored low compared to national norms when they left the program. Even Start children gained four standard score points on the Peabody Picture Vocabulary Test, the same amount gained by control group children and by children in the Head Start FACES study.
- Families do not take full advantage of the services offered by Even Start projects, participating in a small amount of instruction relative to their needs and program goals.
- While the early childhood classroom experiences provided by the EDS projects were of overall good quality, there was not sufficient emphasis on language acquisition and reasoning to produce measurable impacts and hence to achieve legislative outcomes. Further study is needed to better document the quality and content of Even Start's instructional services.
- The extent to which parents and children participated in literacy services is related to child outcomes.

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This document reports findings from the third national Even Start evaluation. The Department of Education selected Abt Associates Inc. and Fu Associates, Ltd. to measure the effectiveness of the program and to provide information on program implementation. The evaluation included two complementary studies: (1) the Even Start Performance Information Reporting System (ESPIRS) which provided annual data on the universe of Even Start projects, and (2) the Experimental Design Study (EDS) which was an experimental study of Even Start's effectiveness in 18 projects.

The ESPIRS portion of the evaluation requested data from every Even Start project in each of four years (1997-1998 through 2000-2001) including program and family characteristics, participation rates, and family progress indicators. The EDS portion of the evaluation was conducted by collecting pretest, posttest, and follow-up data from families in 18 projects (one home-based project and 17 center-based or home/center-based projects) that were willing to randomly assign incoming families to participate in Even Start or to be in a control group.

This report draws on data collected in all four years of the ESPIRS as well as pretest and posttest data from 1999-2000 and 2000-2001 collected from the 18 EDS projects (see Exhibit E.1, below). Follow-up data from the EDS were not available in time to be included in this report. Hence, this document presents descriptive information on all Even Start programs and participants, and in addition discusses program impacts based on pretest and posttest data collected from the 18 EDS projects. Where possible, we have used data from studies of other programs with aims similar to Even Start (e.g. Head Start) in order to provide a context for the Even Start findings.

EXHIBIT E.1
DATA COLLECTION SCHEDULE FOR THIRD NATIONAL EVEN START EVALUATION

DATA BASE FOR THE EVALUATION	YEAR OF DATA COLLECTION				
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
ESPIRS (all projects)	✓	✓	✓	✓	
EDS Cohort 1 (11 projects)			✓Fall 99 pretest ✓Spring 00 posttest	✓Spring 01 follow up (not included in this report)	
EDS Cohort 2 (7 projects)				✓Fall 00 pretest ✓Spring 01 posttest	✓Spring 02 follow up (not included in this report)

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THE EVEN START FAMILY LITERACY PROGRAM

Even Start addresses the basic educational needs of low-income families including parents and their children from birth through age seven by providing a unified program of family literacy services, defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate:

- Interactive literacy activities between parents and their children (parent-child activities).
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (parenting education).
- Parent literacy training that leads to economic self sufficiency (adult education).
- An age-appropriate education to prepare children for success in school and life experiences (early childhood education).

Even Start's long-term purpose is to help break the cycle of poverty and illiteracy for low-income families. Local Even Start projects are meant to integrate the components of family literacy and build on services that already exist in their communities. The program has grown steadily over the past decade, both in terms of federal funding as well as the number of projects that are supported with those funds. From a small demonstration program in which $14.8 million was used to fund 76 projects in 1989-1990, Even Start has grown ten-fold. In 2000-2001, $150 million in funding was distributed to 855 projects serving 32,000 families in all 50 states (Exhibit 1.2)[1], and funding rose to $250 million in 2001-2002. Even Start has been reauthorized and amended several times, most recently through the Literacy Involves Families Together (LIFT) Act of 2000 and the No Child Left Behind Act of 2001. The third national evaluation was designed before these reauthorizations, so this report's findings reflect Even Start as it was implemented pre-reauthorization.

KEY FINDINGS

While Even Start children and parents made gains on literacy assessments and other measures, children and parents in the 18 Even Start programs that participated in the EDS did not gain more than children and parents in the control group, about one-third of whom received early childhood education or adult education services.

On a wide variety of measures, Even Start children and their parents performed as well as, but not better than, control group children and their parents. The data show that children in the control group made the same kinds of gains as Even Start children on early literacy, language development, math skills, and social skills. Parents in the control group made the same kinds of gains as Even Start parents on assessments of adult literacy. And finally, families in the control

[1] References are to exhibits in the body of the report.

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group made the same kinds of changes as Even Start families on economic self-sufficiency, parent-child reading, and literacy resources in the home (page 147).

Even Start serves a very disadvantaged population. Compared with Head Start, Even Start parents are much less likely to have a high school diploma, and Even Start families have substantially lower annual household income.

Even Start projects are required to identify, recruit, and serve the neediest families in their communities. This evaluation shows that projects take their mandate seriously, as Even Start families are poor, undereducated and underemployed by any standards. In 2000-2001, almost half of the parents who joined Even Start had less than a 9th grade education and 85 percent lacked a high school diploma or GED (Exhibit 4.10). In 1997, only 28 percent of Head Start parents lacked a high school diploma. During 2000-2001, 39 percent of new Even Start families reported annual household income of less than $9,000 and 84 percent lived below the federal poverty line[2] (Exhibit 4.5). In 1997, 41 percent of Even Start families and 13 percent of Head Start families reported annual household income under $6,000 (Exhibits 4.5 and 4.6).

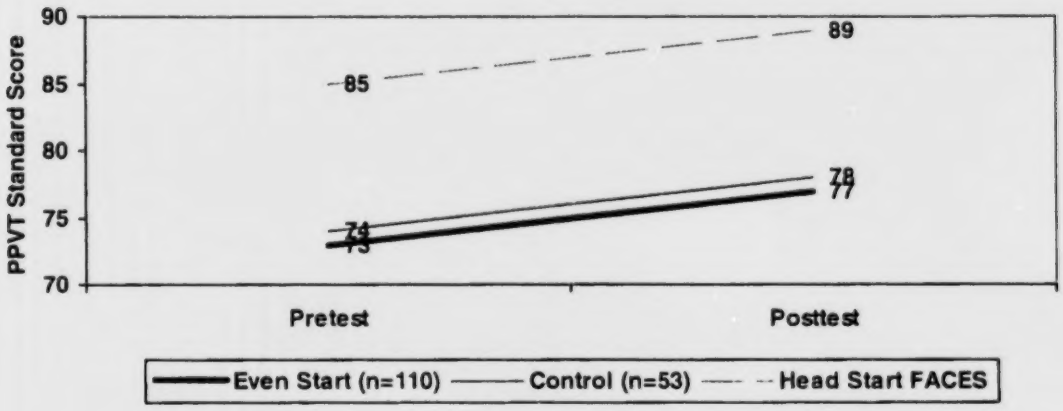
Even Start children and parents made small gains on literacy measures and scored low compared to national norms when they left the program. Even Start children gained four standard score points on the Peabody Picture Vocabulary Test, the same amount gained by control group children and by children in the Head Start FACES study.

Even Start and control group children each gained about four standard score points on the Peabody Picture Vocabulary Test (PPVT), a measure of receptive vocabulary, an amount that is comparable to the gain made by children in the Head Start FACES study (Exhibit E.2). Even Start children have literacy levels far below their counterparts in Head Start, and Even Start children and parents scored at the bottom when compared to national standards.

- Even Start children: When pretested with the PPVT, Even Start children scored at the 4th percentile, almost two full standard deviations below the national norm and one full standard deviation below Head Start children. The same children scored only at the 6th percentile on this measure at the posttest (Appendix 6.1, Exhibit 6.1.1). Even Start children score similarly low on several Woodcock-Johnson subtests (Letter-Word Identification, Dictation, Applied Problems, Incomplete Words, Sound Blending).
- Even Start parents: On the EDS pretest, Even Start parents scored at the 1st percentile (grade 2.9) on reading comprehension skills and at the 5th percentile (grade 4.1) on basic reading skills as measured by the Woodcock-Johnson. Even after making gains while in the program, Even Start parents moved only to the 2nd percentile on reading comprehension and to the 8th percentile on basic reading skills (Appendix 6.1, Exhibits 6.1.24 and 6.1.25).

[2] The federal definition of poverty considers both family income and household size. In 2000, a family of four (two adults, two children) was considered to be below the federal poverty line if it had annual income below $17,463.

Exhibit E.2: Pretest and Posttest Standard Scores on the PPVT for Even Start and Control Children in the EDS, and for Children in the Head Start FACES Study

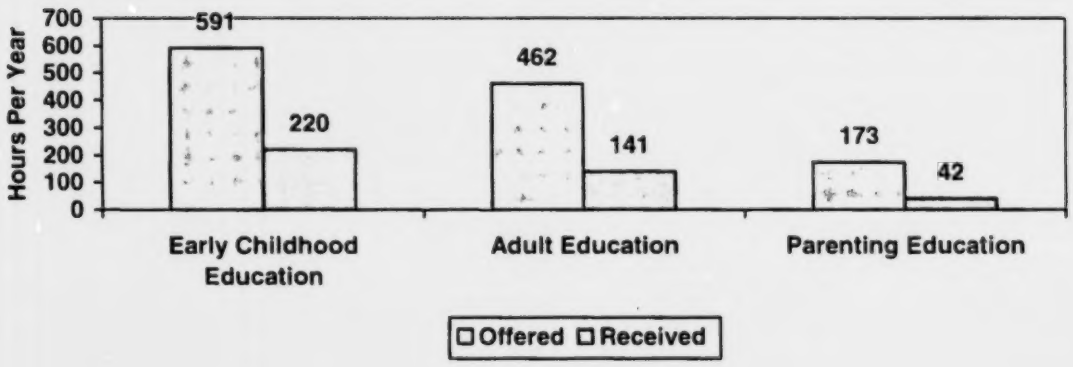


Families do not take full advantage of the services offered by Even Start projects, participating in a small amount of instruction relative to their needs and program goals.

The Even Start legislation requires projects to serve families that are "most in need" of educational services, and puts several requirements into place in recognition of the challenge of serving such a disadvantaged population. For example, Even Start is unique among federal programs in its ability to serve families with children from birth through age seven. While many other programs serving young children are meant to last only nine months to a year, Even Start has the potential to help children progress from infancy through the second grade. Further, projects are required to serve at least a three-year range within the birth through seven age span. Finally, the definition of family literacy services included in the legislation points out that services need to be of sufficient intensity and duration to produce meaningful change in families.

In response to these requirements, as well as to research showing that children who participate intensively in high-quality interventions are the ones who benefit the most (Ramey & Ramey, 1992), the Department of Education has provided technical assistance and encouraged projects to offer multi-year instructional services at high levels of intensity, and to improve retention in the program. This evaluation has documented increases over time in the amount of early childhood education and adult education offered to Even Start families. In spite of the increased amount of instructional services available, the average Even Start family received a low level of intervention services, both in terms of duration in months and total hours of participation, relative to their needs, relative to the goals of the program, and relative to the amount of instruction received by children in other programs that have generated large effects on child development. Exhibit E.3 compares the average annual hours offered to and received by Even Start children and parents who participated in early childhood education (birth through age five), adult education, and parenting education.

Exhibit E.3: Average Annual Hours of Early Childhood Education, Adult Education, and Parenting Education: Offered by Even Start Projects vs. Received by Even Start Families



- The average Even Start family remained in the program for 10 months and received instructional services in seven of those months (Exhibit 5.12).
- Approximately one-third of all families that joined Even Start during the four years of this evaluation participated for more than 12 months; conversely, two-thirds left the program with fewer than 12 months of participation. Of the Even Start families in the 18 projects that participated in the EDS, 35 percent did not participate enough to be included in the ESPIRS data collection. The remaining families were enrolled for an average of eight months, slightly less time than the national average (Exhibit 6.11).
- Each national Even Start evaluation has shown that families participate more intensively when they are in projects that offer higher amounts of instructional services. Over time, Even Start projects have increased the amount of early childhood education and adult education offered to children and parents (the amount of parenting education offered has not increased). However, in 2000-2001, parents and children actually participated in only a small fraction of the hours offered: 30 percent of adult education, 24 percent of parenting education, 25 percent of parent-child activities, and 30 to 62 percent of early childhood education (depending on the age of the child) (pages 127-130).
- In 2000-2001, parents received instructional services in an average of seven months. During that time they received an average of 42 hours of instruction in parenting education and 38 hours in parent-child activities, roughly equivalent to 1.5 hours per week of each. Parents received an average of 141 hours of adult education instruction, about five hours per week (Exhibit 5.5), and more than double the amount of participation in adult education programs nationally.
- In 2000-2001, children received instructional services in an average of seven months. Children birth to two received an average of 159 hours of early childhood education instruction (about six hours per week), children age three and four received an average of

254 hours (about eight hours per week), and children age five received an average of 246 hours (about seven hours per week) (Exhibit 5.9).

While the early childhood classroom experiences provided by the EDS projects were of overall good quality, there was not sufficient emphasis on language acquisition and reasoning to produce impacts that are greater than the control group and other early childhood programs and hence to achieve legislative outcomes. Further study is needed to better document the quality and content of Even Start's instructional services.

Prior research has shown that high-quality early childhood programs can have large (although generally short-term) effects on the cognitive development of children from low-income families. So, if Even Start hopes to have large effects on the literacy and development of participating children, it is important to implement early childhood services of the highest possible quality with the best possible content, as identified by recent, scientific research. While this evaluation does not provide an in-depth assessment of the quality or content of Even Start's instructional services, the early childhood services implemented by the EDS projects were comparable in overall quality to, but not appreciably better than, the early childhood services received by Head Start children and by children in other preschool programs.

The *Early Childhood Environment Rating Scale (ECERS)* was used to assess the overall quality of early childhood services in Even Start classrooms that participated in the EDS (Exhibits 3.7 and 3.8). The EDS early childhood classrooms were generally comparable in quality to Head Start classrooms, and were rated somewhat higher than some other types of early childhood classrooms. Even Start staff in most classrooms did a good job of supervising and encouraging children, using non-punitive discipline methods, and responding to children in a supportive and respectful manner. These characteristics help build positive relationships with children and guide them in adjusting to the social and behavioral rules of school. However, Even Start staff rarely expanded on information or ideas presented by children, there was often not a good balance between staff listening and talking to children, and staff in many classrooms did not talk with children about logical relationships. Thus, language was not frequently used to encourage children's reasoning and communication skills.

The *Literacy Checklist*, a measure of reading and writing resources, was also used in the EDS (Exhibit 3.9). Most Even Start classrooms in the EDS had books displayed and available for children to use, and all had a library or reading corner. Most classrooms had an area set up for writing. However, Even Start classrooms scored somewhat lower than Head Start classrooms on the Literacy Checklist, meaning that they had fewer books available to children and were less likely to have writing areas and tools for writing or displays of children's written work.

Teachers reported that almost all Even Start children in center-based classrooms had many different kinds of literacy-related activities available to them on a daily or almost daily basis including number concepts or counting (95 percent), letters of the alphabet or words (94 percent), and reading stories (90 percent). However, roughly the same percentage of control children also had these literacy activities available to them. Data from the Head Start FACES study show that Head Start children are exposed to the same literacy activities, with one

exception -- Even Start children are more likely than Head Start children to work on letters of the alphabet and words (94 vs. 69 percent).

The "good" overall score on the ECERS for early childhood classrooms in the EDS projects masks the fact that many EDS classrooms did not place sufficient emphasis on language acquisition and reasoning. While all aspects of early childhood classes are important, recent research has pointed out the particular relevance of language and reasoning skills as precursors and tools, both for reading and for general problem solving, especially for children from low-income families who often come from less enriched home learning environments than their middle- and upper-class age-mates. Thus, children are not getting what research says they need if they are to achieve the outcomes envisioned by the Even Start legislation.

The lack of emphasis on language and reasoning in the EDS early childhood classrooms is consistent with the findings of many other research studies which have shown that "...it is precisely on measures of the language environment that preschool programs serving poor children scored in the inadequate range" (Snow, Burns & Griffin, 1998, p. 147). Bredekamp & Rosegrant (1995) refer to this as the "early childhood error" – appropriate attention to traditional quality criteria such as space, materials, and child-caregiver ratio, but inadequate attention to the content of the instruction.

If we expect children to learn more in Even Start than they would otherwise learn (by participating in a control group), then the overall quality of Even Start early childhood education, and especially the emphasis on language acquisition and reasoning, will have to be better than, not the same as, the instruction offered by competing programs. Currently, this does not appear to be the case.

The extent to which parents and children participated in literacy services is related to child outcomes.

Consistent with the findings of prior research (e.g., Barnett, 1995; Ramey & Ramey, 1992; Ramey, Bryant, Wasik, Sparling, Fendt & LaVange, 1992) and with findings from the first national Even Start evaluation (St.Pierre, Swartz, Gamse, Murray, Deck & Nickel, 1995, pp. 175-180), data from the EDS show that children who participated more intensively in early childhood education scored higher on standardized literacy measures. Further, parents who participated more intensively in parenting education had children who scored higher on standardized literacy measures. On the other hand, there is no relationship between the amount of time that parents participated in adult education or parenting education and their scores on literacy outcomes.

Amount of participation was not manipulated experimentally. Instead, the extent to which families participate in Even Start is likely related to various family characteristics such as ethnicity and employment status, as well as program characteristics such as amount of service offered and the extent to which families are encouraged to participate. Therefore, the observed relationships between amount of participation and child literacy may be explained by factors such as differences in the motivation of families or their opportunity to participate in Even Start.

EDS Study Characteristics

The evidence presented in Chapter 6 shows that (1) random assignment was carried out properly and resulted in statistically equivalent Even Start and control groups, (2) attrition of families from the study between pretest and posttest was low for studies of this type, and (3) outcome assessment was focused on the appropriate domains and used established measures.

Selection of EDS projects. The EDS called for pretest, posttest, and follow-up data to be collected from families in 18 projects. These projects were chosen because they minimally met Even Start's legislative requirements[3], had been in operation for at least two years, planned to operate through the length of the study, could serve at least 20 new families at the start of data collection, offered instructional services of moderate or high intensity relative to all Even Start projects[4], and were willing to participate in a random assignment study. Projects were recruited from urban and rural areas, as well as projects that served varying proportions of ESL participants. Over the two recruitment years, 115 out of the universe of about 750 programs met the selection criteria, and 18 of these projects were willing to participate in the study.

Each of the 18 EDS projects was asked to recruit families as they normally do and to provide listings of eligible families to Abt Associates staff who randomly assigned families either to participate in Even Start (two-thirds of the families) or to be in a control group (one-third of the families). Assignment to the control group meant that the family could not participate in Even Start for one year. A total of 463 families were randomly assigned in the EDS -- 309 to Even Start and 154 to the control group, maintaining the planned 2:1 ratio.

Sample size and statistical power. The first Even Start random assignment study, conducted in the early 1990s by St.Pierre, Swartz, Gamse, Murray, Deck & Nickel (1995) was criticized because it had a small sample size (five projects with a total of fewer than 200 families) and resulting low power to detect effects. Compared with that study, the EDS has more than three times the number of projects and more than twice as many families. This provides sufficient statistical power to detect medium and large-sized effects, but relatively poor power to detect smaller effects. We argue that while such small effects may be interesting to researchers, they are not always relevant for policy making purposes. Hence, the statistical power offered by this evaluation is appropriate for determining the effectiveness of and improving Even Start.

Generalizability of the findings. Compared with the Even Start population, the 18 EDS projects over-represent Even Start programs that serve ESL Hispanic families in urban areas. While such over-representation means that care should be taken in applying the findings to Even

[3] Visits to each EDS project confirmed that they were fully functioning. However, the fact that the EDS projects met Even Start's legislative requirements and were fully functioning says little about the quality of the instructional services offered to children and their parents. While the EDS sites represent functioning Even Start projects, they were not selected to be models of excellence.

[4] For this evaluation, projects were defined as "high-intensity" if they offered 60 or more hours per month of early childhood education, 60 or more hours per month of adult education, and 20 or more hours per month of parenting education. Details are presented in Exhibits 2.20, 2.22 and 2.25.

Start projects as a whole, almost 50 percent of the families served by Even Start are Hispanic and about 50 percent of the projects are in urban areas. Hence, the EDS findings apply to an important and growing part of the Even Start population.

Measurement. The EDS measured child and parent outcomes. Child outcomes were measured by direct assessment of the child's literacy skills (for children two years, six months through eight years of age), parent report on the child's skills, teacher report on the child's accomplishments and behaviors in school, and a review of school records. The child measures overlapped with the ESPIRS that was completed by all Even Start families and with measures for the Head Start FACES study. Outcomes for parents were measured through direct assessment of literacy skills and parent self-report. While we generally selected measures that were available in English and Spanish, we were advised that the goal of federally-funded adult education is to increase participant's skills in English, and therefore that we should attempt to assess all adult participants in English. We extended this recommendation to children and instructed data collection staff to attempt to assess all adults and children in English. If this was distressing to a parent or child, the Spanish version of the measure was administered.

Services received by the control group. In studies of educational and social services programs, control groups rarely, if ever, receive "no services." This was the case in the EDS, where control group parents reported that they and their children received various educational services between pretest and posttest. The premise behind Even Start is that it is important for a family to receive four different instructional services, and that the combination of these instructional services adds value to the literacy experience received by the child. Thus, comparing families who receive Even Start services with families who receive whatever services they obtain on their own (without Even Start) answers the policy-relevant question about whether Even Start's unified multi-service approach works better than an approach in which families find and use services on their own.

IMPLICATIONS OF THE FINDINGS

The fact that two experimental studies of Even Start show similar results, even though they were done at different times, one in the early 1990s at the very beginning of the program and a second after a decade of program implementation and many amendments to the program, points to the need to explore improvements if the Even Start model is to be an effective family literacy intervention. As implemented in the EDS projects, Even Start was not more effective than the mix of services that control group families obtained for themselves. Given Even Start's intuitive appeal as an approach for enhancing parent and child literacy, we interpret the lack of effectiveness as an indication that the Even Start approach needs to be strengthened. The remainder of this summary offers some ideas about this topic.

Family literacy is an important approach, but questions remain about its effectiveness.

Who can argue with the cornerstone of family literacy, that parents are their children's first and best teacher? A large research literature links levels of parental education to levels of child achievement (National Research Council, 1998, 2000, 2001). With regard to literacy and language development, a number of studies have shown a relationship between language-rich parent-child interactions and language development of young children (Hart & Risley, 1995; National Research Council, 1998, 2000, 2001; Powell & D'Angelo, 2000).

Building on these documented relationships, family literacy programs seek to improve the literacy development of young children by helping parents become more literate themselves, by helping parents understand more about how children learn, and by inculcating good teaching habits in parents, in addition to providing early childhood services directly to young children. However, no experimental evidence has been found to support the hypothesis that family literacy programs (or adult education programs more generally) can make large enhancements in parent literacy and parenting skills. Even assuming that it is possible to significantly alter parent literacy and parenting skills, research has not shown that these changes will translate into improved literacy performance among children in a timely manner.

In the current study, Even Start did not change the literacy skills or parenting skills of parents, nor did it change the literacy skills of children, over and above the changes that were seen in parents and children who did not participate in the program. This raises questions as to whether (1) Even Start families participated with sufficient intensity to derive the needed benefits, and (2) the services offered to Even Start participants were of sufficiently high quality and of the appropriate content.

Implication #1: Families did not participate long enough and did not get enough instruction to make the kinds of changes that are needed.

This evaluation has documented the difficult economic and educational circumstances faced by Even Start families. To design a family literacy program that meets the needs of families where half of the parents enter with less than a 9th grade education, where half of the families have annual income of less than $12,000, and with parents and children who score at the very lowest levels on literacy assessments (on average, below the 5th percentile), we first must recognize that the changes required on the part of participating parents and children are much greater than previously realized.

Hence, it may well take much longer than the average of 10 months of participation for the changes in parent literacy, parent-child literacy interactions, and child literacy hypothesized by Even Start to occur, especially given the low literacy level of Even Start parents. Such low literacy would interfere with a parent's ability to be a successful teacher of his/her child, and years rather than months might be required before substantial improvements are seen. It is hard to imagine that parents who are having great difficulty with their own literacy skills will find it easy or natural to read and discuss books with their child or to talk to their child about the world

using varied vocabulary – two activities most strongly associated with family support for language and early literacy development (Bus, van Ijzendoorn & Pellegrini, 1995; Dickinson & Tabors, 2001; Hart & Risley, 1995). If it is unlikely that parents will become substantially better teachers of their children in a 10-month period, then there is little chance that improvements in child literacy will occur through their parents.

But what about early childhood education instruction? The most successful early childhood intervention programs have been able to make changes in child IQ scores of between 0.5 and 1.0 standard deviations (Ramey, et al, 1992; Barnett, 1995). Since the average Even Start child scores almost 2.0 standard deviations below national norms on the PPVT[5], we might expect that the very best interventions developed to date could just about cut this deficit in half. Even if it were possible to improve child PPVT scores by a full standard deviation, Even Start children still would lag behind national norms by a substantial amount.

It is striking how few hours of early childhood education were received by children in Even Start families when compared with the hours received by children who participated in programs that have generated large effects on child outcomes. In 2000-2001, Even Start children birth to five years of age were offered an average of 591 hours of instructional service and received an average of 220 of those hours.[6] This is only 20 to 25 percent of the amount of service offered to children participating in the Abecedarian project (Ramey & Campbell, 1988), in Project CARE (Wasik, Ramey, Bryant & Sparling, 1990), and in the Infant Health and Development Program (Ramey, Bryant, Wasik, Sparling, Fendt & LaVange, 1992). Each of these projects used the same curriculum in all sites and had large positive short-term effects of between 10 and 15 points (0.7 to 1.0 standard deviations) on standardized IQ tests.

The implication is clear – the early childhood programs that have produced the largest effects on child development are those that are able to engage children in full-time, year-round center-based instructional services using a single curriculum. Given the great needs of Even Start families, the best possible family literacy program would be able to engage families intensively for a very substantial period of time. Even the highest quality programs, those developed using research-based practices to teach instructional content, would not have an impact if parents and children do not attend sufficiently long or intensively. So one key question is whether Even Start's retention and participation rates can be improved.

Suppose that the participation levels seen in this study are the best that can be achieved by a family literacy program serving needy families. If so, then some of Congress' goals for Even Start are disconnected from the achievements that can reasonably be expected. For example, Congress wants states to use attainment of a high school diploma or a GED as an indicator of success. However, the low reading levels of Even Start parents suggest that few are likely to meet this criterion. Although parents in the EDS made significant improvements in

[5] The average PPVT pretest standard score for Even Start children in the EDS was 72.9. In the first evaluation (early 1990s), the average PPVT pretest standard score was higher (79.8 points), but still more than a standard deviation below national norms.

[6] Head Start offers children about 600 hours of instruction a year (four hours/day * five days/week * 30 weeks), just about the same as the average of 591 hours of early childhood instruction offered to Even Start children.

their literacy levels on most of the measures used, reading scores at the posttest were extremely low compared with national norms -- Even Start parents scored at about the 3rd grade level on the Woodcock Johnson test of reading comprehension (Exhibit 6.1.24). For children, Congress wants states to measure the extent to which children read on grade level. Even after significant improvement over a year of participation in Even Start, Even Start children in the EDS scored at the 6th percentile on the PPVT at posttest (Exhibit 6.1.1). Children with very low receptive vocabularies are not likely to be successful in learning to read when they start school. If we believe that participation is at a maximum level, then these goals ought to be modified.

An alternative view is that, with help, Even Start projects can do a better job of increasing the amount that families participate and the length of time they remain enrolled. This approach would require that the federal government and Even Start state coordinators provide explicit direction about the intensity of services that should be offered and the amount of participation that is expected on the part of enrolled families. In turn, local project staff must encourage families not only to join Even Start, but they also need to motivate families to remain in the program and to participate intensively. High expectations are important to the improvement of many areas of education, and participation in a family literacy program is no exception.

Increasing retention in Even Start also is dependent on the ability of federal and state governments to minimize conflicting requirements with welfare reform programs. In some states, Even Start fulfils welfare reform requirements, while in others, families have to leave Even Start to undertake other educational and job-related activities which comply with welfare reform requirements. Clearly, the former approach enhances retention of families in Even Start.

Implication #2: The quality and content of instruction on language acquisition is insufficient to meet Even Start's legislative goals and hence needs to be improved.

A fundamental hypothesis underlying the Even Start family literacy model, largely untested until this study, is that the presence and integration of all four instructional components will add value to literacy outcomes for children. The present evaluation prompts us to examine whether Even Start children, parents, and families are expected to have better literacy outcomes (1) because families participate in all of the instructional services, because the services are coordinated, and because some synergy is expected from receiving the combination of services, or (2) because Even Start instructional services are of higher quality than what exists elsewhere?

Instructional services need to be based on recent, scientific research. The evidence is that Even Start projects have spent the past several years operating under the first expectation listed above. The Even Start legislation and federal guidance point local projects in the direction of the first expectation. At the time of this study, the legislation contained 10 program elements as well as a myriad of other requirements. Of the 10 specific program elements, only one deals directly with the quality of the instructional services while the other legislative requirements deal with what might be termed "processes."

Even Start's process requirements specify that projects must provide four instructional components, as well as support services, on a year-round basis. In addition to center-based

services, Even Start projects must provide some educational services to families in their homes. Projects are to collaborate with other agencies to build on educational and support services that exist in their communities and provide an increasing local funding match. Projects have to integrate these services, including those not directly provided by Even Start, into a unified family literacy program. Even Start projects must identify, recruit, and serve families most in need of services, as well as screen and prepare those families for the substantial commitment involved in Even Start participation. Projects must serve children in at least a three-year age range. Projects must provide services for a wide range of adult learning levels, from adult basic education through GED preparation, as well as ESL classes. Projects also need to provide training to their staff, coordinate with related programs, provide for an independent local evaluation, cooperate with the national evaluation, and provide information for new state indicators of program quality.

As noted earlier, Even Start projects that participated in the EDS each implemented, at least minimally, all of these process requirements. However, there remains a legislative requirement mandating that Even Start projects "include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs." While the legislation provides no definition of high quality services and no guidance as to what intensive means, the evidence that this evaluation provides about quality shows that Even Start early childhood education represents mainstream instruction for children and is not of higher quality than the instruction received by control children, nor is it of higher quality than the instruction received by Head Start children. Adult education received through Even Start appears to be exactly the same as, not better than, adult education received on a stand-alone basis. And most parenting education delivered by Even Start relies on standard parenting curricula, typically Parents as Teachers.

Since the instructional approaches used in the Even Start EDS projects did not produce large gains in reading and literacy skills for Even Start participants, the program should move quickly to adhere to the No Child Left Behind legislation, where the programmatic emphasis is squarely on enhancing reading skills through application of rigorous, scientific research.[7]

Quality of instructional services should take priority over building on existing services. There is a tension in Even Start between spending the time and funds to deliver services directly as opposed to obtaining those services through existing agencies. Even Start projects are mandated to collaborate with local service agencies and build on existing services, in order to avoid duplication. This is a laudable goal, and Even Start projects have taken it to heart. According to reports from Even Start project directors, collaborating agencies often provide instructional staff, administrative or technical support, space and equipment, and community support. Perhaps the most important kind of collaboration involves the provision of instructional staff. Instructional staff were provided by public adult education programs to 51 percent of all Even Start projects, by public elementary schools to 40 percent, by Head Start to 35 percent, by community colleges to 33 percent, by state funded preschools to 33 percent, and by Title I preschools to 23 percent of Even Start projects (Exhibit 2.8).

[7] Summaries of this research can be found by looking under Reading Resources on the Department of Education's web site (www.ed.gov/offices/OESE).

However, Even Start can only be as effective as the services that families receive, whether they are provided by Even Start or by a collaborating agency. It is difficult for a local Even Start grantee to build a solid research-based program if it has not paid attention to, or has little control over, the quality of some or all of the educational services received by its families. Herein lies the tension. A project that develops its own program of instructional services has complete control over the quality of those services, but in doing so it may be duplicating services that are available elsewhere in the community and that might be used in a cost-effective manner. A project that builds on existing instructional services is complying with the legislative requirement to do so, but may be sacrificing service quality in the bargain. Given the results of this evaluation, quality of instruction ought to be the driving force in designing an Even Start program. Local projects ought to avail themselves of existing instructional services when those services are research-based and deemed likely to be effective. However, Even Start projects should not use existing services simply because they are available.

Quality might be enhanced by better targeting. Research shows that intensive, multi-year instructional services are better at enhancing children's language development than a single year of service (e.g., Barnett, 1995). Building on this research, Even Start ensures that services are available for multiple years by requiring that projects design programs to serve children over at least a three-year age range. In practice, 96 percent of all Even Start projects offer services to children in a consecutive three-year span, 54 percent offer services to children from birth through age seven (Exhibit 2.37), and about half of all projects provide ESL, GED and ABE services to parents. Unfortunately, few families remain in Even Start long enough to take full advantage of what is being offered – the average family participates for 10 months.

Given that families generally do not participate for long periods of time, it is possible that by providing instructional services to parents with various needs and children of different ages, Even Start projects may be spreading themselves too thin. Perhaps more careful targeting of services to subgroups of families with similar backgrounds (e.g., families with parents that need ESL services, or parents that are close to getting their GED, or preschool age children) might either enable projects to focus instruction in a more effective manner, or allow projects to construct instructional services that would appeal to families for a longer period of time.

FUTURE DIRECTIONS

For more than a decade, Even Start has made programmatic improvements based, in part, on evaluation results. Several recent changes in the program are relevant to the findings from and implications of this evaluation.

State-level performance indicators. A 1998 amendment strengthened accountability in Even Start by requiring states to develop results-based indicators of program quality and to use these indicators to monitor, evaluate, and improve Even Start programs.[8] All but a few local programs are administered by the states, so Even Start's success is dependent to a large extent on

[8] Title VIII of the United States Department of Labor, Health and Human Services, and Education Appropriations Act, enacted by the Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999, Section 101(f), P.L. No. 105-277 (1998).

the states' administration of the program, including making well-informed decisions about which programs to fund and which to continue. Development of performance indicators at the state level that call for local projects to collect data on child and adult outcomes, coordination of performance indicators across states, and using performance indicators to monitor and improve local projects could be a major step toward quality enhancements in Even Start.

All States were required to submit a plan for performance indicators to the Department of Education by June 2001. An analysis of these plans shows that they are of varying degrees of complexity and comprehensiveness. All states have developed ways to measure the six legislatively-mandated indicators. For some (e.g., high school completion, grade retention) the indicators are quite similar across states while for others (e.g., adult basic and literacy skills development, and child developmental gains), the measures and criterion standards are very different across states. Actual implementation of the indicators, including collection of data from local projects is beginning in most states in fall 2002.

Even Start's recent reauthorization. Even Start was reauthorized at the end of 2000 by the Literacy Involves Families Together Act and in 2001 by the No Child Left Behind Act, both of which attempted to improve the quality of Even Start projects. Even Start's purpose was amended to require that local projects build on existing community resources *of high quality* (the previous law did not explicitly require collaborator services to be of high quality). Further, Even Start's purpose now also includes promoting the academic achievement of children and adults, and using instructional programs based on scientifically based research.[9]

The new legislation contains five new required program elements, three of which are directly related to instructional quality. New program elements were established for the use of scientifically-based reading research in designing instructional services as well as the inclusion of reading-readiness activities for preschool children to ensure that children enter school ready to read. In addition, a new program element strengthens required staff qualifications.

Another new program element relates to attendance and retention in the program. Local projects are now explicitly required to encourage families to attend regularly and remain in the program a sufficient time to meet their program goals. The last new program element concerns continuity of family literacy. Projects must promote continuity to ensure that families retain and improve their educational outcomes. In addition to the new program elements, several existing program elements were amended. Projects now have to offer instructional (not just enrichment) services through the summer and local evaluations have to be used for program improvement.

The reauthorization of the program stimulates change by providing a more explicit focus on quality. These new programmatic requirements (i.e., using research evidence, building on existing resources of high quality, using local evaluations for improvement) will be best met if local projects continue to be provided with ongoing technical assistance from the Department of Education and state agencies.

[9] Sec. 1201 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 106-554.

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For a decade, Even Start has worked on the administrative aspects of implementing a complex program (e.g., coordination and collaboration with local services, recruiting families most in need). The focus must now shift to improving the quality and intensity of instruction in each service component, even those components provided by a collaborator. The entire Department of Education is moving in this direction with the No Child Left Behind Act, which emphasizes that classroom literacy experiences must be developed based on scientific research. It will be critical to help local projects understand what has been learned from research and to provide guidance on quality and intensity standards.

Using evaluation to improve Even Start. The current evaluation has found that children from low-income families who attend traditional kinds of family literacy programs which are based on early childhood education programs of good general quality along with standard forms of parenting education and adult education, have no better literacy skills than control group children, nor do they gain more than expected when compared to national norms.

Future evaluation work will be most helpful to Even Start if it is designed to find, demonstrate or test effective family literacy practices – to identify and determine which practices and procedures work best and hence can be used as a template, or model, for improving Even Start projects across the nation. Assessing the quality and content of the instructional services offered by Even Start projects is another area where future research can improve on the work done in the past. And finally, future evaluations will need to carefully consider the best ways of assessing parents and children who have limited skills in reading, speaking and writing English.

CHAPTER 1: THE EVEN START PROGRAM AND THE NATIONAL EVALUATION

This chapter describes the Even Start program and the associated national evaluation. Key findings from this chapter are:

- Even Start intends to address the basic educational needs of low-income parents and their children from birth through age seven by providing a unified program of (1) interactive literacy activities between parents and their children, (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children, (3) parent literacy training that leads to economic self-sufficiency, and (4) an age-appropriate education to prepare children for success in school and life.
- Even Start has grown steadily over the past decade, both in terms of total federal funding as well as the number of projects that are supported with those funds. From a small demonstration program in which $14.8 million was used to fund 76 projects in the 1989-1990 program year, Even Start has grown ten-fold. In 2000-2001, $150 million in funding was distributed to 855 projects serving almost 32,000 families in all 50 states.

The third national Even Start evaluation continued the U.S. Department of Education's decade-long series of studies of the Even Start program.[10] Two complementary sets of information were collected in the third national Even Start evaluation through (1) the Even Start Performance Information Reporting System (ESPIRS) and (2) the Experimental Design Study (EDS). These two sets of data were designed to assess the outcomes and effects of Even Start, as well as to augment the descriptive information about Even Start programs and families that is contained in various national evaluation reports prepared during the past ten years.

The ESPIRS was used to collect annual data from 1997-1998 through 2000-2001 on the universe of Even Start projects, the types of projects funded, the nature and amount of services they provide, the collaborative efforts they undertake, and the obstacles that exist to implementation. The ESPIRS also was used to collect data on Even Start children, parents, and families, including demographic information, education and income data, the amount of service they received, and the progress they made on indicators of parent, child, and family well-being, such as economic self-sufficiency, literacy skills, and parent-child relationships.

The EDS was an experimental study of Even Start's effectiveness in 18 projects. It used the same progress indicators as the ESPIRS, augmenting those measures with direct assessments of parent and child literacy skills, teacher and parent ratings of child competencies and behaviors, and school record abstractions. The EDS provided experimental vs. control group

[10] The first national evaluation spanned the years 1990-1993; the second national evaluation covered 1994-1997. The third evaluation provides information on Even Start during 1998-2001. A copy of the first interim report can be downloaded from www.abtassoc.com/reports/education/3rd-EvenStartEvaluation.pdf.

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comparisons on most of these measures at three points in time (pretest when the family enrolled in Even Start, posttest at the end of that program year, and follow-up a year later); it also included case studies of program operations and a study of program costs. Exhibit 1.1 summarizes the data collection activities undertaken in the third national Even Start evaluation.

The first interim report from the third national Even Start evaluation was delivered to Congress in January 2001. It presented descriptive information on all Even Start projects and participants, based on two years of ESPIRS data (1997-1998 and 1998-1999). The present document is the second interim report from the third national Even Start evaluation. It draws on data from all four years of ESPIRS data collection (1997-1998 through 2000-2001) as well as pretest and posttest data from the EDS. Follow-up data from the EDS were not available in time to be included in this report. Hence, this report presents nationally-representative descriptive information on Even Start programs and participants, and in addition discusses program impacts based on pretest and posttest data collected from 18 projects during the 1999-2000 and 2000-2001 program years.

The first chapter in this report describes Even Start and key findings from prior studies, the purpose of the national evaluation and the study design. Chapter 2 draws on ESPIRS data to describe the universe of Even Start projects and the services they offer. Chapter 3 relies on data collected during site visits and goes into depth about Even Start's implementation in the 18 EDS projects. Chapter 4 uses data from the ESPIRS to describe the background characteristics of Even Start children, parents and families. Chapter 5 uses data from the ESPIRS to report on participation in Even Start including the number of families served, length of time that they participated and intensity of their participation. Finally, Chapter 6 draws on data from the EDS and ESPIRS to report on the outcomes and effectiveness of Even Start projects.

LEGISLATIVE AND PROGRAM BACKGROUND

Even Start addresses the basic educational needs of parents and children from birth through age seven from low-income families by providing a unified program of family literacy services, defined in the 2000 legislation as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life.

Projects provide some services directly, but also are required to build on existing community resources by collaborating with other service providers such as local adult education programs or Head Start. The Even Start Family Literacy Program was first authorized in 1989 as Part B of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA).

Competitive subgrants were awarded to local educational agencies (LEAs) in collaboration, when appropriate, with other non-profit entities. Even Start has been reauthorized three times, once in 1994, in 2000 by the Literacy Involves Families Together (LIFT) Act, and in 2001 by the No Child Left Behind Act. The 2000 reauthorization made many important changes to the program. The current evaluation, covering the years 1997-1998 through 2000-2001, reflects the program as it existed prior to the 2000 reauthorization. According to the legislation in place during the time of the evaluation, the Even Start program was intended to:

> ...help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.... The program shall (1) be implemented through cooperative projects that build on existing community resources to create a new range of services; (2) promote achievement of the National Education Goals; and (3) assist children and adults from low-income families to achieve to challenging state content standards and challenging state student performance standards (P.L. 103-382, Sec. 1201).

The major pieces of legislation that amended Even Start include the following:

- The National Literacy Act of 1991 amended Even Start by (1) requiring grantees to be an LEA in collaboration with a community-based organization or vice versa, and adding set-asides for Indian tribes and tribal organizations and for outlying areas; (2) requiring instructional programs to be of high quality and setting a minimum subgrant size of $75,000; (3) allowing families to participate until all family members become ineligible; (4) adding developmental and support services to the screening tools that projects can use to prepare parents for full participation; (5) allowing states to waive the match requirement in whole or part; (6) targeting services to high-need areas of each state, and (7) lowering the age of children served from age one to birth.
- In the 1994 reauthorization (1) services were targeted to families most in need and extended to teen parents, (2) projects were required to serve at least a three-year age range of children and provide enrichment or instructional services during the summer months; (3) projects were allowed to involve ineligible family members in family literacy activities; (4) stronger partnerships and collaboration were required in the application and implementation process; and (5) funding for local projects was limited to eight years.
- In 1996, Congress sought to strengthen Even Start further by passing an amendment requiring instructional services to be intensive.[11]
- In 1998, the Reading Excellence Act amended Even Start by (1) providing a definition for the term "family literacy services" to match other legislation with family literacy components including Head Start, the Adult Education and Family Literacy Act, and the Reading Excellence Act program, and (2) requiring states to develop results-based

[11] Omnibus Consolidated Rescissions and Appropriations Act, 1996, Section 2755, P.L. No. 104-134 (1996).

indicators of program quality and to use these indicators to monitor, evaluate, and improve Even Start programs.[12]

- In 1999, the Omnibus Appropriations Act for FY 2000 allowed local grantees to continue to participate in Even Start beyond eight years and reduced the federal share for the ninth and succeeding years to 35 percent.[13]

In 2000, the reauthorization (LIFT Act) almost doubled Even Start's authorization level to $250 million. The purpose of the program was altered to require projects to build on existing services *of high quality*, to promote the academic achievement of children and parents, and to use instructional programs based on scientifically-based reading research and the prevention of reading difficulties. The law contained several new or amended program elements including strengthened staff qualifications, required instructional services during the summer months, instructional programs and reading readiness activities to be based on scientifically-based reading research, encouragement of regular attendance and continuity in the program, and local evaluations used for program improvement. These amendments were continued when the program was reauthorized again recently by the No Child Left Behind Act of 2001. The latest legislation requires projects to provide family literacy services as defined in the ESEA (and discussed earlier in this section).[14]

When Even Start began as a federally administered program in 1989-1990, grants totaling $14.8 million were made to 76 projects. According to the Even Start statute, if funding reached $50 million, the program was to be administered by state agencies. This level was exceeded in 1992. Most Even Start projects now are administered by states, and the 2000-2001 appropriation of $150 million supported 855 Even Start projects in all states (Exhibits 1.2 and 1.3). In addition, family literacy programs specifically for migrant families, Indian tribes and tribal organizations, and outlying areas are supported through special set-aside funds (five percent of the total Even Start allocation; six percent when the appropriation exceeds $200 million) and remain under federal administration. The statute also authorizes discretionary grants for statewide family literacy initiatives for which Congress separately appropriated $10 million in Fiscal Years 1999 and 2000, and a family literacy project in a prison that houses women and their preschool-aged children that is administered by the Department of Education.

The number of families served by Even Start grew steadily from 1989-1990 when 2,460 families participated to 1996-1997 when the program served a high of 34,400 families. In recent years, enrollment in Even Start dropped—to between 30,000 and 32,000. This reflects a gradual reduction in the number of families served by the average project, from a high of 62 families per project in 1991-1992 to 37 families per project in 2000-2001 (Exhibit 1.2).

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[12] Title VIII of the United States Department of Labor, Health and Human Services, and Education Appropriations Act, enacted by the Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999, Section 101(f), P.L. No. 105-277 (1998).

[13] Section 306(a) and (b)(2) of H.R. 3424, as incorporated by the Omnibus Consolidated Appropriations Act, 2000, Section 1000(a)(4), P.L. No. 106-113 (1999).

[14] Title I, Part B of the Consolidated Appropriations Act, P.L. 106-554 (2001).

The long-term reduction in the number of families per project and the shorter-term drop in the total number of families served likely results from a conscious technical assistance strategy by the Department of Education to focus resources intensively on the neediest families to achieve the best outcomes. This strategy was based, in part, on findings from the first national Even Start evaluation showing that (1) families in projects that offered more hours of instructional services participated more intensively than families in projects that offered fewer service hours, and (2) families who participated more intensively in instructional services had better learning gains than families that participated less intensively. Building on these findings, the Department has been consistent in its guidance to Even Start state coordinators and to local projects—the best way to help families achieve progress is to provide high levels of service to the most needy families, rather than spreading services more thinly over a larger number of families.

DESIGN OF EVEN START PROJECTS

During the period covered by this study, the legislation placed many requirements on Even Start projects. Each project had to identify, recruit and serve families most in need of Even Start services;[15] screen and prepare families for full participation; accommodate participant's work schedules and provide support services; provide high-quality, intensive instructional programs (adult education, parenting education, early childhood education and parent-child activities); ensure that instructional and administrative staff have appropriate qualifications; provide training for staff who work with parents and children; provide home-based instructional services; provide some instructional and enrichment services on a year-round basis; coordinate services with other local programs; conduct a local evaluation; and provide services to a three-year age range of children. Even Start families participate in the following instructional services:

- **Adult Education and Adult Literacy**: high-quality intensive instructional programs to promote adult literacy including adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL), and preparation for the General Education Development (GED) certificate.
- **Parenting Education**: high-quality intensive instructional programs to help parents to support the educational growth of their children.
- **Early Childhood Education**: developmentally appropriate, intensive educational services for children to prepare them for success in school.
- **Parent-Child Activities**: interactive literacy activities between parents and children.

Screening and referral may include referrals for mental health counseling, services to battered family members, employment, and screening or treatment for chemical dependency. Even Start projects also offer support services such as transportation, flexible scheduling, child care, nutrition assistance, health care and meals to help families participate in the program.

[15] To be eligible for Even Start a family needs (a) a parent who is eligible for adult education services under the Adult Education and Family Literacy Act or who is within the state's compulsory school attendance age range or attending secondary school and (b) a child under 8 years of age. The definition of "most-in-need" is based on locally established criteria that must include, at least, family income and parent's literacy level.

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Even Start is intended to benefit families in several ways. Potential outcomes for parents are improved literacy behaviors (e.g., shared literacy events with children and increased reading and writing activities in the home), parenting behavior and skills (e.g., positive parent-child relationships), and educational and employment skills that lead to economic self-sufficiency (e.g., improved reading and English language ability and higher education attainment). Goals for parents also may include growth in personal skills and community involvement. The potential effects of Even Start on children include improved school readiness (e.g., language development and early literacy). Once in school, outcomes might include reading on grade level, satisfactory attendance, and a lower incidence of special education and retention in grade.

The Even Start legislation is more specific than that of many similar federal programs, though it does not define curricula.[16] Decisions on how to implement each program element are left to individual projects. For example, the legislation requires high-quality, intensive instructional programs; services for parents and children together; and instructional services in the home. But projects decide on the frequency and duration of program activities,[17] whether activities are primarily center-based or home-based, and whether to invent educational curricula from scratch or use a hybrid of existing approaches. Based on the availability of local services, projects decide which activities will be supported by Even Start funds and which will be provided by collaborating agencies.

THE NATIONAL EVALUATION

Since 1989, the Even Start legislation has included evaluation requirements at both the local and national levels. Though the legislative mandate has changed slightly over the years, the national evaluation's basic purposes have remained the same—to describe Even Start projects and participants, examine the performance and effectiveness of Even Start, and identify effective Even Start projects for use in program improvement and technical assistance. Two cycles of four-year national studies have been completed and this report presents data from the third national evaluation. There is substantial continuity across the three national evaluations, but each had its own special focus and challenges.

First National Evaluation. The first national evaluation (St.Pierre, Swartz, Gamse, Murray, Deck & Nickel, 1995) was broad in scope, addressing questions such as: What are the characteristics of Even Start participants? How are Even Start projects implemented and what services do they provide? What Even Start services are received by participating families? and What are the effects of Even Start on participating families? One part of the evaluation was the National Evaluation Information System (NEIS) which was used to collect data on participant characteristics, project implementation, and participant outcomes from all projects using paper and pencil or optically scannable forms. Literacy assessments were administered at program entry and exit to one adult and one child in each Even Start family. The evaluation also included

[16] Congress prohibits the Department of Education from specifying curriculum (Section 438 of the General Education Provisions Act, 20 U.S.C. Section 1232a).

[17] The recently added definition of family literacy services (Section 1202(e)(3)) provides that services must be of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family.

an experiment (the In-Depth Study) in which families in five volunteer sites were randomly assigned to be in Even Start or a control group and were measured three times during an 18-month period.

Second National Evaluation. In the second national evaluation (Tao, Gamse & Tarr, 1998) the national survey was improved, converted to a computer-based system, and renamed the Even Start Information System (ESIS). While program and participation information continued to be collected from all Even Start projects, the administration of literacy assessments was restricted to children and adults from a 10 percent sample of projects (approximately 60 out of 600) called the Sample Study. No control or comparison group was included in the second evaluation.

Third National Evaluation. The Department of Education selected Abt Associates Inc. and Fu Associates, Ltd. to conduct the third national evaluation to measure the effectiveness of the program and provide information on program implementation. The evaluation includes two complementary substudies: (1) the Even Start Performance Information Reporting System (ESPIRS) and (2) the Experimental Design Study (EDS).

The ESPIRS continued the decade-long annual collection of a common set of data from all Even Start projects. At the start of the third national evaluation, several improvements were made to the reporting system including the addition of an entirely new section asking parents to report the types of literacy-related activities and behaviors in which they and their children engage as well as the kinds of literacy-related tasks that their children can perform, a more detailed set of forms for collecting data on the amount of time that families participate in Even Start, and an updating of the project profile system developed in the second national evaluation.

In 2000-2001, the Even Start universe consisted of 855 projects and 31,896 families. ESPIRS data on these projects and families allowed the Department to manage the program at the federal level, provide oversight to Even Start state coordinators, provide project-level data to individual Even Start grantees, track changes in the program over time, make policy decisions, suggest program improvements, and respond to Government Performance and Results Act (GPRA) requirements. ESPIRS data were also used to help select the sample of projects to participate in the EDS (see below), to check the generalizability of gains observed in the EDS, and to obtain information on the types and intensity of services received by families in the EDS (which can serve as predictors of gains).

The ESPIRS provided information on the types of projects funded, the nature and amount of services they provided, the collaborative efforts they undertook, and the obstacles that existed to program implementation. The system also provided annual child, parent, and family-level data, including demographic information, education and income data, the amount of service families received, and the progress they made on indicators of parent, child, and family well-being, such as economic self-sufficiency, literacy skills, and parent-child relationships. As has been the case since the inception of Even Start, ESPIRS data were collected by Even Start grantees with training supplied by the national evaluation contractor. Grantee staff conducted face-to-face interviews with program participants, maintained records on services received, and

completed program-level questionnaires. Grantee staff entered these data in a computerized database and transmitted them annually to the evaluation contractor.

A second component of the third national evaluation, the Experimental Design Study (EDS), was included to provide a strong assessment of program effects. The EDS used a research design in which eligible families that wanted to take part in Even Start were randomly assigned to begin the program right away (intervention group) or to wait for one year (delayed intervention or control group). The EDS used the same progress indicators as the ESPIRS, adding direct assessments of adult and child literacy skills, teacher and parent ratings of child competencies and behaviors, and school record abstractions. The EDS allowed experimental vs. control group comparisons on most of these measures; it also included case studies of program operations and a study of program costs. All data collection for the EDS was done by contractor staff, instead of by program staff as was the case for the ESPIRS.

An experimental study of 18 Even Start projects, the EDS was restricted to projects that met Even Start's legislative requirements, operated during the 1999-2000 or 2000-2001 program years, and served a sufficiently large number of families. However, no examination of the quality of instructional services was done as part of the selection process. From this pool, we selected ESL projects (provide ESL services to Hispanic families), and non-ESL projects (enroll few or no Hispanic families); projects that provide high-intensity and moderate-intensity service levels (relative to other Even Start projects); and urban and rural projects. In each of the EDS projects, we planned to randomly assign 30 new families—20 to Even Start and 10 to a control group. Eleven projects participated in the EDS during 1999-2000. Pretesting was done as families enrolled in Even Start, mostly in fall 1999, and posttesting was done in summer 2000. Seven additional projects participated during 2000-2001. Pretesting in these projects was done in fall 2000 and posttesting was done in summer 2001. Follow-up assessments were administered one year after posttesting, in spring 2001 for the first group of 11 EDS projects and in spring 2002 for the second group of seven EDS projects. The follow-up data will be included in the final report, planned for June 2003.

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EXHIBIT 1.1
DATA COLLECTION SCHEDULE FOR THE THIRD NATIONAL EVEN START EVALUATION

EVALUATION COMPONENT	YEAR OF DATA COLLECTION				
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
ESPIRS (all projects)	✓	✓	✓	✓	
EDS Cohort 1 (11 projects)			✓Fall 99 pretest ✓Spring 00 posttest	✓Spring 01 follow up (not included in this report)	
EDS Cohort 2 (7 projects)				✓Fall 00 pretest ✓Spring 01 posttest	✓Spring 02 follow up (not included in this report)

EXHIBIT 1.2
NUMBER OF EVEN START PROJECTS, FAMILIES, PARENTS AND CHILDREN, BY PROGRAM YEAR

PROGRAM YEAR	NUMBER OF PROJECTS	NUMBER OF FAMILIES	NUMBER OF PARENTS	NUMBER OF CHILDREN	NUMBER OF FAMILIES PER PROJECT
2001-2002	1,125	NA	NA	NA	NA
2000-2001	855	31,859	32,793	43,374	37.3
1999-2000	770	31,570	31,301	41,586	41.0
1998-1999	737	32,200	30,800	40,500	43.7
1997-1998	655	30,500	30,286	41,528	46.6
1996-1997	637	34,400	35,800	48,300	54.0
1995-1996	576	31,500	36,400	47,800	54.7
1994-1995	513	30,752	34,609	56,858	53.0
1993-1994	490	29,400	33,081	39,920	58.0
1992-1993	340	20,800	23,404	28,243	61.2
1991-1992	239	14,900	16,607	20,822	62.3
1990-1991	122	6,460	7,457	8,629	54.1
1989-1990	76	2,460	3,529	3,940	32.4

Notes: Sources for number of families, parents and children are as follows:
1997-1998, 1998-1999, 1999-2000, 2000-2001: calculated from ESPIRS data.
1996-1997: 2nd evaluation 1994-1997 Final Report, p.30. Used numbers as reported.
1995-1996: 2nd evaluation 1996 Interim Report, p.24. Used numbers as reported.
1994-1995: 2nd evaluation 1995 Interim Report, p.17. Projected number of reported families, parents and children based on 476 reporting projects vs. 513 total projects.
1993-1994: Estimated parents and children based on 1992-1993 ratio of families to parents and to children
1992-1993: 1st evaluation Final Report, Exhibit 4.1. Projected number of reported parents and children based on 16,518 reported families vs. 20,800 total families.
1991-1992: 1st evaluation Report on Effectiveness, p.4-1. Projected number of parents and children based on 9,690 reported families vs. 14,900 total families.
1990-1991: 1st evaluation 2nd Interim Report, p.54. Projected number of families, parents and children based on 114 reporting projects vs. 122 total projects.
1989-1990: 1st evaluation First Year Report, p.117. Projected number of parents and children based on 2,307 reported families vs. 2460 total families.

Exhibit reads: In 2000-2001, 855 projects were funded by Even Start.

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EXHIBIT 1.3
EVEN START FEDERAL EXPENDITURES, BY PROGRAM YEAR

PROGRAM YEAR	FEDERAL EVEN START EXPENDITURE	FEDERAL EVEN START EXPENDITURE PER PROJECT	FEDERAL EVEN START EXPENDITURE PER FAMILY
2001-2002	$250,000,000	NA	NA
2000-2001	$150,000,000	$175,439	$4,708
1999-2000	$135,000,000	$175,325	$4,276
1998-1999	$124,000,000	$168,250	$3,851
1997-1998	$101,997,000	$155,721	$3,344
1996-1997	$101,997,000	$160,121	$2,965
1995-1996	$102,024,000	$177,125	$3,239
1994-1995	$91,373,000	$178,115	$3,359
1993-1994	$89,123,000	$181,884	$3,031
1992-1993	$70,000,000	$205,882	$3,365
1991-1992	$49,770,000	$208,243	$3,340
1990-1991	$24,201,000	$198,369	$3,667
1989-1990	$14,820,000	$195,000	$6,024

Notes: Federal Even Start expenditures include funds for technical assistance and evaluation, and state administrative funds. Subtracting these relatively small amounts of funding would not change the conclusions drawn in this report. The federal Even Start cost per project and cost per family are calculated by using federal-level data on the total program expenditures and the total number of projects funded, combined with project-level data on the total number of families served. Program expenditures do not include matching funds.

Exhibit reads: In 2000-2001, federal Even Start expenditures were $150,000,000.

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CHAPTER 2: DESCRIPTION OF THE UNIVERSE OF EVEN START PROJECTS

This chapter describes the 855 Even Start projects that operated across the nation during 2000-2001 and presents cross-year comparisons for selected characteristics. The chapter is organized around Even Start's program elements and other key implementation factors. Data for this chapter come from the ESPIRS and provide a general description of the universe of Even Start projects. The next chapter provides details about the implementation of Even Start in the 18 projects participating in the Experimental Design Study. Key findings from this chapter are:

- The annual number of hours of early childhood education and adult education offered by the average Even Start project has gone up substantially over the past decade. The number of hours of parenting education offered to families remained roughly constant over the same time period.
- In 2000-2001, Even Start projects offered parents an average of about 500 hours of adult basic education, adult secondary education and GED preparation, almost 700 hours of high school services, and 381 hours of ESL services. For adult education, this is between eight and ten hours a week, equivalent to three three-hour morning or evening sessions, assuming a year-round program.
- In 2000-2001, Even Start projects offered parents an average of 173 hours of parenting education services. This is equivalent to about three one-hour sessions a week, assuming a year-round program.
- In 2000-2001, Even Start projects offered an average of 534 hours of early childhood education services to children under age three (59 hours a month), 682 hours to three and four year old children (76 hours a month), and 556 hours to five year olds (62 hours a month). Each of these is equivalent to roughly three or four hours a morning for five mornings a week, assuming a school-year program.
- Using the definitions of high-intensity programs developed for this study, about 25 percent of Even Start projects offered high-intensity adult education services (60 or more hours a month), 23 percent offered high-intensity parenting education (20 or more hours a month), and 30 percent offered high-intensity early childhood education (65 or more hours a month).
- While they build on and coordinate with existing service agencies, Even Start projects often are the primary provider of the instructional services provided to parents and children.

THE EVEN START UNIVERSE

Even Start has undergone a substantial expansion throughout the 1990s (see Exhibit 1.1 in Chapter 1). In 2000-2001, 855 projects were funded in all 50 states, the District of Columbia and Puerto Rico (Exhibit 2.1). This includes 821 state-administered projects, 20 migrant education projects, and 14 tribal projects (Exhibit 2.2). ED also directly awarded and administered 36 statewide family literacy initiative grants with 2000-2001 funds and one grant to a family literacy project in a prison that houses women and their preschool-aged children. In 2000-2001, 35 percent of the Even Start projects were in the South, followed by 23 percent in the Midwest, 21 percent in the Northeast, and 21 percent in the West (Exhibit 2.3). Further, 49 percent of Even Start projects operated in rural areas, 32 percent were in urban areas with population over 50,000 persons, and 19 percent were in urban areas with population less than 50,000.[18] Even Start grants are awarded by state agencies for periods up to four years in duration, after which a project may reapply. In 2000-2001, the age of Even Start projects ranged from less than one to ten years (Exhibit 2.3). Prior to 1999-2000, the Even Start legislation did not allow projects to receive federal funding for more than eight years. However, the Omnibus Appropriations Act for FY 2000[19] eliminated the eight-year limit on Even Start grantees.

EVEN START'S PROGRAM ELEMENTS

The Even Start law includes program elements that projects must implement as well as other key provisions. These elements have changed over time, as the law has been altered. The analysis in this chapter reflects Even Start as it existed prior to the 2000 reauthorization, and draws on ESPIRS data from 1997-1998 through 2000-2001 to describe how Even Start projects operate. While this analysis describes the extent to which projects implement the required program elements, it does not indicate whether projects are well-run or effective. The program elements and other key features of Even Start from 1997-1998 through 2000-2001 are:

- Build on and coordinate with existing community resources
- Identify, recruit and serve families most in need of services
- Screen and prepare families to participate
- Provide support services and flexible scheduling
- Provide high quality, intensive adult education, parenting education, and early childhood education
- Provide staff training
- Provide integrated, home-based instructional services
- Provide year-round services
- Conduct an independent local evaluation
- Serve children in at least a three-year age range
- Provide an increasing local funding match

[18] This breakdown is different than that reported in earlier Even Start evaluations where urban and rural areas were defined by population more or less than 50,000, respectively.

[19] Section 306(a) and (b)(2) of H.R. 3424, as incorporated by the Omnibus Consolidated Appropriations Act, 2000, Section 1000(a)(4), P.L. No. 106-113 (1999).

BUILD ON AND COORDINATE WITH EXISTING COMMUNITY RESOURCES

For program years 1991-1992 through 1994-1995, the law required that Even Start projects be operated by a local educational agency (LEA) in collaboration with a community-based organization (CBO) or other nonprofit agency, or by a CBO or other nonprofit agency in collaboration with an LEA. The 1994 reauthorization required that one or more other entities be formal partners with one or more LEAs as joint recipients of the Even Start grant.

Even Start project partnerships include a variety of organizations, both large and small, serving diverse target populations, and providing a wide array of educational and social services. The types of organizations serving as partners with LEAs have remained stable since 1992-1993. In 2000-2001, 39 percent of all Even Start projects had local, county, or state government agency partners, Head Start, colleges, and faith-based organizations were partners in 26 percent, 22 percent, and five percent of the projects, respectively (Exhibit 2.4).

EXISTING INSTRUCTIONAL SERVICES IN EVEN START COMMUNITIES

Even Start projects are supposed to build on, rather than duplicate, instructional services that already exist in communities. Existing instructional services in Even Start communities were more available in the late 1990s than they were in the mid-1990s (Exhibit 2.5). This is especially so for parenting education, early childhood education for birth to two-year-olds, family literacy programs, and ESL. Other instructional services for adults and children were already well-established in most communities in the mid-1990s.

In 2000-2001, adult education services were widely available, including GED preparation (94 percent of the Even Start communities), adult secondary education (89 percent), adult basic education (87 percent), and ESL programs (80 percent). Early childhood programs also were available in most Even Start projects during 2000-2001: programs for three- and four-year-old children were available in 91 percent of the communities, and programs for five-year-olds children were available in 90 percent of the communities. As would be expected, programs for infants and toddlers (birth to two-year-olds) were less common, and existed in little more than half of the communities. Parenting education programs existed in a surprisingly large 76 percent of the communities. Finally, other family literacy programs were found in 33 percent of the Even Start communities. This is double the percentage reported in the mid-1990s.

COLLABORATING AGENCIES: RESPONSIBILITY FOR SERVICE DELIVERY

Even Start often is referred to as the glue that binds together existing services available in the community to meet participants' diverse needs, to avoid duplication of services, and to maximize effective use of Even Start resources. Interagency collaboration is emphasized in the Even Start legislation, and most projects develop a network of collaborative arrangements.

Parenting Education and Parent-Child Activities. For 2000-2001, Exhibit 2.6 shows the percentage of parents who participated in each of Even Start's instructional services, and of those, the percentage who received the service through Even Start, through a collaborating agency, or through a combination of Even Start and a collaborating agency. Almost 90 percent of all parents participated in both parent-child activities and parenting education. Most parents received parenting education (60 percent of parents) and parent-child activities (68 percent of parents) solely through Even Start. The remainder received instruction in these areas through a combination of Even Start and other collaborating agencies. Almost no parents received parenting education or parent-child activities solely from collaborating agencies. This same pattern has been observed for several years -- Even Start projects invariably are the primary providers of parenting education.

Adult Education. For 2000-2001, 38 percent of all Even Start parents took part in GED preparation classes and 40 percent were in ESL programs (Exhibit 2.6). Between six and 17 percent received other adult education services. For all adult education services except high school, between 50 and 60 percent of participating parents received the service solely through Even Start, about 30 percent received the service through a combination of Even Start and a collaborating agency, and about 15 percent received the service solely through collaborating agencies. These data reflect the fact that many Even Start grantees are adult education providers, thus negating the need to search for adult education collaborators.

Early Childhood Education. Even Start projects are the primary providers of early childhood education services for participating children (Exhibit 2.7). During 2000-2001, more than 90 percent of the children who took part in home-based early childhood education, between 70 and 90 percent (depending on age) of the children who participated in center-based early childhood education, about 80 percent of children who received day care with an educational component, and 95 percent of children who took part in parent-child activities received those services solely through Even Start. Considering center-based services, 22 percent of the three- and four-year-old children who participated in center-based early childhood education services received these services from Head Start programs. Collaborating agencies other than Head Start were the service providers for 25 to 50 percent of Even Start children who participated in parent-child joint activities, center-based early childhood services, day care with an educational component, and educational services for school-age children outside of school hours. As was the case for adult education, these data reflect the fact that many Even Start grantees are providers of early childhood education services.

TYPES OF COLLABORATING AGENCIES

While Even Start projects were the primary provider of instructional services to adults and children, many projects form collaborations with local service providers to provide services to at least some families. The most common collaborations involve provision of instructional staff, administrative and/or technical support, space and equipment, and community support and exposure. Few collaborations involve the provision of cash support.

In 2000-2001, the most common collaborators were educational programs -- public elementary schools, public adult education, and Head Start (Exhibit 2.8). These collaborators often provided instructional staff, administrative/technical support, space and equipment, and community support. Perhaps the most important kind of collaboration involves the provision of instructional staff. Instructional staff were provided by public adult education to 51 percent of all Even Start projects, by public elementary schools to 40 percent, by Head Start to 35 percent, by community colleges to 33 percent, by state funded preschools to 33 percent, and by Title I preschools to 23 percent of Even Start projects. Other (non-educational) agencies were most often involved by providing community support, exposure, and technical assistance.

IDENTIFY, RECRUIT AND SERVE FAMILIES MOST IN NEED OF SERVICES

IDENTIFYING FAMILIES

All projects are required, at a minimum, to consider family income and parents' literacy level in determining which families are most in need in a given community. In 2000-2001, the vast majority of projects used the following income-related targeting criteria: family income below poverty level (90 percent), receipt of public assistance (86 percent), and lack of any earned income (82 percent) (Exhibit 2.9). Projects also used measures of educational need including parent has low literacy skills (96 percent), parent not completing the eighth grade (84 percent), and limited English proficiency (82 percent). Finally, projects used indicators of family structure including single parent (84 percent) and teen parent (80 percent).

As part of targeting services, Even Start projects use various assessment methods to place adults and children in appropriate educational services (Exhibit 2.10). In 2000-2001, almost 80 percent of Even Start projects used standardized assessment tests to help place adults in adult basic education and GED preparation services. Almost 70 percent of the projects also used teacher assessment to place adults in these areas. Assessment tests were used by fewer projects for placing adults into adult secondary education, high school programs, and ESL classes. Finally, teacher assessment was the primary basis for placing adults in parenting education activities (78 percent) and children in early childhood education programs (84 percent).

RECRUITMENT STRATEGIES

Since the mid-1990s, word-of-mouth has been the most commonly used recruitment strategy. In 2000-2001, it was used by 76 percent of all projects (Exhibit 2.11). Referrals from various sources was another commonly-used approach. For example, in 2000-2001, 65 percent of the projects relied on referrals from collaborating agencies, 52 percent used referrals from other community agencies, 49 percent used referrals from public schools, and 41 percent used referrals from Head Start.

SCREEN AND PREPARE FAMILIES TO PARTICIPATE

SCREENING PROCEDURES

To qualify for Even Start a family must have at least one parent who is eligible for adult education under the Adult Education and Family Literacy Act, or who is within the state's compulsory school attendance age range, and at least one child age seven or younger.[20] Even Start projects are required to screen families to ensure that they meet eligibility requirements, and to recruit and serve families who are most in need of services in their respective communities. Exhibit 2.12 shows that in 2000-2001, more than 80 percent of Even Start projects used the following screening procedures: self-reported educational level (95 percent), a paper and pencil or interview assessment of adult basic skills (88 percent each), an assessment of child development (85 percent), and self-report of family income (81 percent). The percentage of Even Start projects using these procedures has changed little over time (higher percentages starting in 1999-2000 for some items may be due to a change in questionnaire wording).

PREPARATION FOR FULL PARTICIPATION IN EVEN START

Participation in Even Start requires a substantial commitment by parents and their children. Parents are required to take part in three different services – adult education, parenting education and parent-child activities, and children take part in early childhood education. Because of this commitment, projects are encouraged to provide a period of preparation for new Even Start families. This is a time when new families can try out Even Start's services and see whether they truly want to participate. During this period, projects can conduct screening and other activities to assess families' needs for social services and other support services. In 2000-2001, 85 percent of projects had a period of preparation during which they worked with families before they were considered full program participants (Exhibit 2.13). The median length of the preparation period was four weeks of elapsed time, with an average of 12 hours of participation. Further, in 2000-2001, 69 percent of projects reported that they had a formal attendance policy for their families in which regular attendance was tied to continued program participation.

Even Start projects make many different kinds of preparation services available to families (Exhibit 2.14). Each listed method of preparing families for full participation was used more frequently in the late 1990s than in 1993-1994. In 2000-2001, the most frequently used methods for preparing families for full participation were to invite parents to adult education or parenting education classes (88 percent), arrange for necessary support services (88 percent), conduct orientation sessions (85 percent), ensure that the family is fully committed to the program (84 percent), conduct home visits (83 percent), invite children to an early childhood education class (79 percent), and invite families to social functions (76 percent).

[20] With the 2002 reauthorization, eligible parents also are those who are attending secondary school.

PROVIDE SUPPORT SERVICES AND FLEXIBLE SCHEDULING

Even Start requires that projects provide support services to help families participate in instructional services. Given the diverse set of families enrolled in Even Start, flexibility in service delivery and negotiating family constraints are critical parts of these support services.

SUPPORT SERVICES RECEIVED

Data from this evaluation (see Chapter 5) show that families that receive several support services are more likely to participate intensively in Even Start than families that receive few support services. Exhibit 2.15 shows that during 2000-2001, the support services most commonly received by Even Start parents included childcare (62 percent), meals (55 percent), family support (49 percent), transportation (47 percent) and social services (46 percent). The services that children most commonly received were childcare (58 percent), meals (58 percent) and transportation (45 percent).[21] Most of the listed support services were received by higher percentages of parents and children in the late 1990's than in earlier years.

FLEXIBILITY OF SERVICES

The schedules of Even Start parents differ, and projects strive to accommodate these differences by flexibility in service delivery. In 2000-2001, 87 percent of Even Start projects provided childcare, 81 percent provided home visits when adults or children were ill, 78 percent provided both home- and center-based instruction, 76 percent provided transportation, 65 percent provided day and evening classes, 46 percent provided homework assistance for older children after school and/or on weekends, and 16 percent provided weekend classes (Exhibit 2.16).

Over time, the most common method of accommodating to family schedules has been to make childcare available. Each year, about 90 percent of the projects reported that they do this. The flexibility of scheduling instructional activities, e.g., during the day, in the evening, and on weekends has increased since the mid 1990s, possibly reflecting greater accommodation to work-related activities required under welfare reform.

PROVIDE HIGH-QUALITY, INTENSIVE INSTRUCTIONAL PROGRAMS

Service intensity is a critical element of any educational program,[22] referring to at least two aspects of instructional curricula—amount and content of services. Although the content of

[21] Childcare can function both as an instructional service and as a support service when it allows parents to attend core educational services. The difference between the percentage of parents and children receiving this service may result from families having multiple children in Even Start. Thus, a parent with a three-year-old and a seven-year-old may receive childcare for the younger child but not necessarily for the older child.

[22] In April 1996, the Even Start statute was amended to require high-quality, *intensive* instructional programs. This requirement became effective for projects in program year 1996-1997.

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instructional services is one of the most important factors in whether children and parents will derive benefits from literacy instruction, it is beyond the scope of this study to assess the content, curricula, and quality of Even Start's educational activities across more than 800 projects and four distinct instructional components. On the other hand, the amount of instructional activity offered by Even Start projects has been tracked over several years. The amount of instruction offered to families is an important programmatic variable that appears to be related to outcomes for children and adults (St.Pierre, et al., 1998) and can be manipulated by program practitioners. Hence, the Department of Education has stressed the importance of providing intensive instructional services through ongoing technical assistance to states and local projects. Even Start's requirement about service intensity states that services must be of "sufficient intensity" without specifying what is meant by "sufficient," so there is no specific criterion for intensity of services. Instead, for the purposes of this report, three broad levels of intensity were defined for each of Even Start's instructional services: (1) high, (2) moderate, and (3) low. This was done by combining the Department's Even Start performance indicators on service intensity with professional judgments about the intensity of services required for a high-quality program that is capable of leading to change in educational outcomes.

ADULT EDUCATION SERVICES

Description of Services. Adult education services are provided in a variety of formats by staff who range from volunteers to certified adult education teachers.[23] Local projects provide different types of adult education services, depending on the needs of the parents served. These include adult basic education or instructional support (grades 0 to 4 and 5 to 8), adult secondary education (grades 9 to 12), GED preparation classes, and English as a Second Language classes. Projects that work with parents who have low level basic skills may arrange tutoring through organizations such as the Literacy Volunteers of America or provide one-on-one adult education instruction during center or home visits. Projects must cope not only with the needs of individual parents, but with the complications imposed by welfare reform which exerts an important influence on what is taught in Even Start adult education classes and how long parents can remain in the program. Because of welfare reform, Even Start parents and project leaders may feel an added urgency to focus on job-related skills of parents who lack high-school level academic competencies.

Project directors were asked about the extent to which they provide various services to help prepare parents for employment. In 2000-2001, almost 90 percent of Even Start projects prepared parents for employment by using adult education class time to discuss vocational topics and job retention and to show adults how to access community services and vocational information (Exhibit 2.17). Similarly, about 80 percent of Even Start projects used time in parenting classes to administer career interest/exploration surveys and to practice job skills.

Amount of Service Offered. The average annual hours of adult education instructional services offered to parents has increased over the past several years (Exhibit 2.18). In 2000-

[23] The 2000 reauthorization required that all instructors paid in part or in full with Even Start funds must meet certain academic qualifications.

2001, Even Start projects offered parents an average of 473 hours of adult basic education for grades 0 to 4, 476 hours of adult basic education for grades 5 to 8, 504 hours of adult secondary education, 487 hours of GED preparation, 684 hours of high school services, and 381 hours of ESL services.[24]. This is equivalent to about 30 to 40 hours a month, or three three-hour morning or evening sessions per week, assuming a year-round program. Instructional services offered to parents were most intensive during the traditional school year of September through May, with late winter to mid-spring being the time of peak intensity of services offered (Exhibit 2.19). June, July, and August were the months with the lowest intensity of services offered to adults. These findings hold for each type of adult education.

Intensity of Services. Intensity of services was measured in relationship to all Even Start projects. A single definition of high-, moderate-, and low-intensity projects was used across different types of adult education. That is, regardless of whether we are talking about GED, ESL, ASE, or beginning or intermediate ABE programs, a high-intensity project is defined as one that offers 60 or more hours of instruction each month, and a low-intensity project is defined as one that offers eight or fewer hours a month. Most Even Start projects offer several types of adult education services: 90 percent offer GED preparation, 66 percent offer ESL services, 65 percent offer adult secondary education, and a little more than 50 percent offer beginning adult basic education and intermediate adult basic education (Exhibit 2.20). An Even Start project is considered to offer high-intensity adult education services if it offered high-intensity services in any of the five areas of adult education. A project is considered to offer moderate-intensity services if it offered moderate intensity services in at least one area but did not offer any high-intensity services. Finally, the only way that a project is considered to offer low-intensity adult education services is if it did not offer any moderate or high intensity services.

According to this definition, about one-quarter of all Even Start projects provided high-intensity adult education services in 2000-2001 (Exhibit 2.20). The percentage of projects that provide high-intensity ESL services is even lower, only 14 percent. About two-thirds of the projects provide either high-moderate or low-moderate intensity services. Few projects provide low-intensity services, only eight or nine percent for each type of adult education.

PARENTING EDUCATION SERVICES

Description of Services. The purpose of parenting education in Even Start is to increase parents' knowledge about early childhood development and effective parenting behaviors and practices so they can contribute actively and constructively to the literacy development and school readiness of their children. Parenting education services may take the form of group discussions, hands-on activities, home visits, and presentations by invited speakers. Topics addressed may include helping families use learning resources, increasing parents' understanding of typical child development patterns and of their role in their children's education, and training parents on reading to young children. Historically, parenting education has been available less

[24] Averages are based on the projects that reported at least one hour of service in each component. For example, projects that do not offer ESL services and hence that report zero hours for this component were not included in the average for ESL hours.

often through existing agencies than adult education and early childhood education programs, but in 2000-2001, parenting education was found in 76 percent of all Even Start communities.

Many kinds of parenting activities are considered to be important by Even Start projects (Exhibit 2.21). In 2000-2001, several topics dealing with child development and school readiness were considered among the most important aspects of parenting education: promoting parent/child reading (93 percent), understanding of how children develop (81 percent), how to manage child behavior (77 percent), and understanding what to expect from children (74 percent). A second set of topics dealt with the development of parent self-help skills: building self-esteem (60 percent), building life skills (59 percent), building awareness of community and social services (50 percent), understanding health and nutrition (48 percent), and building awareness of vocational/educational opportunities (36 percent).

Amount of Service Offered. In 2000-2001, local projects offered parents an average of 173 hours of parenting education services (Exhibit 2.18). This is equivalent to about 14 hours a month, or three or four one-hour sessions a week, assuming a year-round program. Exhibit 2.19 shows the monthly variation in amount of parenting education offered to Even Start parents. As was the case for adult education, services were most intensive during the traditional school year.

Intensity of Services. A high-intensity parenting education project is defined as one that offers 20 or more hours of parenting education in each month, equivalent to five hours per week, or one hour per day. A low-intensity project is defined as one that offers four or fewer hours of parenting education each month, equivalent to one hour a week. High-moderate and low-moderate intensity projects fall between high and low intensity projects. By these definitions, in 2000-2001, 23 percent of all Even Start projects offered high-intensity parenting education services, 14 percent offered low-intensity services, and the remaining 63 percent offered either high-moderate or low-moderate intensity services (Exhibit 2.22).

EARLY CHILDHOOD EDUCATION

Description of Services. Most Even Start projects provide a center-based early childhood program, either directly by using Even Start funds or by collaborating with existing programs such as Head Start or Early Head Start. Center-based programs usually incorporate elements of existing curricula for young children. Generally, school-age children through age seven receive Even Start services designed to supplement their required school activities. Such services may take the form of homework or tutoring assistance given in before- and after-school childcare programs and summer school activities. The extent to which Even Start funds early childhood services directly, as opposed to delegating this responsibility to a collaborating agency, is related to the age of the children served.

Amount of Service Offered. Exhibit 2.23 shows the average annual hours of early childhood education services offered by Even Start projects since 1993-1994. The annual number of hours of instructional service offered to children under age three and to children between three and four years of age increased each year from 1993-1994 to 2000-2001. Hours

offered to five-year-olds and to six- and seven-year-olds dropped starting in 1999-2000, reflecting new instructions to exclude compulsory education hours.

- In 2000-2001, Even Start projects offered an average of 534 hours of early childhood education services to children under age three. This is equivalent to 59 hours a month, or three hours a morning for five mornings a week, assuming a school-year program.
- In 2000-2001, Even Start projects offered 682 hours of early childhood education to three and four year old children. This is equivalent to 76 hours a month, or about four hours a morning for five mornings a week, assuming a school-year program.
- In 2000-2001, Even Start projects offered 556 hours of early childhood education to five-year-olds. This is equivalent to 62 hours a month, or about three hours a morning for five mornings a week, assuming a school-year program.

In 2000-2001, children five years of age or younger were offered the most service during the traditional school year, with mid-spring being the time of peak service hours while June, July and August saw the lowest amount of services offered (Exhibit 2.24). For school-age children, June and July were the months with the highest amount of services offered.

Intensity of Services. The definition of high, moderate, and low intensity for early childhood education programs differs slightly between birth to three-year-olds and three- to five-year-olds. A high-intensity early childhood education project for birth to three-year-olds is defined as one that offers 60 or more hours each month, equivalent to 15 hours a week, or a three-hour daily program. For three to five-year-olds, a project must offer 65 or more hours each month to be classified as high intensity. On the other hand, a low-intensity project for birth to three-year-olds is defined as one that offers fewer than four hours per month, less than one hour per week. A low-intensity project for three- to five-year-olds is defined as one that offers 12 or fewer hours per month, equivalent to three hours a week or less. A project that offers high-intensity early childhood education either for birth to three-year-olds or for three- to five-year-olds is considered to be a high-intensity project. According to these definitions, in 2000-2001, 31 percent of all Even Start projects offered high-intensity early childhood services to three- to five-year-olds, 58 percent offered high-moderate or low-moderate intensity services, and 11 percent offered low-intensity services (Exhibit 2.25). It is more difficult to provide a high-intensity program for infants and toddlers. Not only was the definition of high-intensity more liberal for infants and toddlers than for preschoolers, but the percentage of projects qualifying as high-intensity was smaller. For birth to three-year-olds, 28 percent of all projects offered high-intensity services, 66 percent offered high-moderate or low-moderate intensity services, and six percent offered low-intensity services.

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PARENT-CHILD JOINT ACTIVITIES

Description of Services. Even Start requires that projects provide interactive literacy activities for parents and their children. Some of these activities take place in classrooms or centers, some occur during field trips, and still others through home visits. The types of parent-child activities commonly used in the center setting were similar to those conducted in the home setting (Exhibit 2.26). Most common in both settings was the parent reading aloud to the child. Working with numbers, working with letters and writing were reported as less important parent-child activities in both centers and homes.

Amount of Service Offered. The monthly hours of parent-child activities offered in centers/classrooms increased during the 1990s, from 7.0 hours per month in 1993-1994 to 10.0 hours per month in 1998-1999 (Exhibit 2.27). The same pattern holds for hours offered through field trips; they increased from 4.0 hours per month in 1993-1994 to 5.4 hours per month in 1998-1999. On the other hand, the monthly hours of parent-child activities offered through home visits remained constant during this same time period.

The total hours of parent-child activities increased from about 14 hours a month in the mid 1990s to about 17 hours a month in the late 1990s. Hours of parent-child activities appear to have declined to about 13 hours a month in 1999-2000 and 2000-2001. This is likely due to an improved method of counting hours. The apparent drop probably does not reflect a real decrease in amount of parent-child activities offered, instead, prior estimates were probably inflated.

LANGUAGES USED TO DELIVER INSTRUCTIONAL SERVICES

One of the most difficult issues for Even Start projects is the multiplicity of languages spoken by participating families. About one-third of the Even Start projects have only English-speaking families, and in these cases the instructional services are taught only in English (Exhibit 2.28). Another quarter of the projects teach only in English, even though some participants speak other languages. The remaining 40 to 50 percent of the projects use both English and other languages in the provision of instructional services, depending on the language-speaking composition of the families they serve.

INTEGRATION OF INSTRUCTIONAL SERVICES

The integration of instruction is one of the cornerstones of Even Start. Successful integration is expected to result in services that are more meaningful and useful to the whole family. During 1999-2000 and 2000-2001, Even Start projects reported on the extent to which staff delivering different instructional services share information on participants, take part in joint inservice training, use similar activities to achieve educational goals, and share instructors.

With respect to adult education and parenting education, 72 percent of the projects reported that staff from both service areas "almost always" have a formal arrangement for sharing information about participants, 56 percent of the projects reported that staff from both

service areas participate in joint inservice training, and 36 percent of the projects reported that the same instructors conduct activities in both service areas (Exhibit 2.29). These percentages are much the same for the integration of parenting education and early childhood education. However, adult education and early childhood education were the instructional services least likely to be integrated, reflecting the disparity in curricular content between, for example, GED preparation classes and educational activities for preschool children.

PROVIDE STAFF TRAINING

Even Start project directors were asked to describe the kinds of inservice training provided to staff. In 2000-2001, more than 90 percent of the projects had inservice training on early childhood education, parenting education curriculum/services, and program development and improvement (Exhibit 2.30). Between 80 and 90 percent of the projects provided training in adult education curriculum/services, adult or child assessment, conducting home visits, interagency collaboration, team building, recruitment/retention, and local evaluation.

PROVIDE INTEGRATED, HOME-BASED INSTRUCTIONAL SERVICES

Most Even Start projects provide center-based instructional services in classrooms or other centralized facilities. However, some projects offer large amounts of home-based services in which Even Start staff conduct individualized instructional activities in participants' homes.[25] Home-based services are particularly suitable for projects in rural areas where participating families are geographically dispersed and access to transportation is constrained. Even in urban areas, projects may choose this mode of service to ensure that families receive individualized services that are tailored to their needs and home circumstances. Within a given project, the prevalence of home-based activities can vary by instructional service area. For instance, a project's adult education program may include GED preparation classes conducted in a high school or community college, while parenting education and a large portion of early childhood education may be conducted in participants' homes.

Project directors were asked about the instructional services that they provide in centers and in the home. In 2000-2001, 54 percent reported that most instructional services in their project were center-based, nine percent reported that most instructional services were home-based, and the remaining 37 percent reported a mix of home-based and center-based instructional services (Exhibit 2.31).

PROVIDE YEAR-ROUND SERVICES

During the time of this study, Even Start projects were mandated to offer enrichment or instructional services throughout the year. This includes the summer, when most projects change

[25] All projects are required to provide some home-based instructional services to each participating family.

their offerings to accommodate vacations and schedule changes. In 2000-2001, more than 60 percent of Even Start projects offered each of the following summer services: referrals for support services (81 percent), home visits (72 percent), parenting education (71 percent), early childhood education (70 percent), recreational activities (69 percent), and adult education (66 percent). Seventeen percent of the projects reported that they operated at a constant level in all 12 months. In other words, they had no period of low service levels (Exhibit 2.32).

CONDUCT AN INDEPENDENT LOCAL EVALUATION

The Even Start legislation requires each project to arrange for a local evaluation by an independent evaluator. Given the diversity of program design and service delivery approaches, each project is best suited to assess its progress and effectiveness in relation to its program goals. A synthesis of the methods and findings from more than 100 local evaluation reports was prepared by St.Pierre, Ricciuti & Creps (1999).

In 2000-2001, 80 percent or more of all Even Start projects conducted the following kinds of local evaluation activities: interviews or meetings with project staff, project participants, project administrators, and collaborating agencies, tests of adults and children, and observations in early childhood classrooms (Exhibit 2.33). Almost all of the projects that used these approaches found them to be useful.

Project directors were asked about the kinds of adult assessments that were administered during the year, for diagnostic, placement or evaluation purposes. By far the most popular assessment was the TABE (Tests of Adult Basic Education) which was used by 73 percent of all projects (Exhibit 2.34). Although some projects administered the CASAS, BEST, LAS, IPT, and others, none of these tests for adults were used by more than one-third of the projects.

Project directors were asked about the child assessment measures they used. A variety of assessment instruments were administered to children, although no single measure was used by more than about one-third of the projects (Exhibit 2.35). The most popular child assessments were the Denver Developmental Inventory which was used by 36 percent of the projects, the High/Scope COR (28 percent), the Preschool Language Scale (22 percent), and the Peabody Picture Vocabulary Test (20 percent).

In 2000-2001, fewer than 10 percent of the Even Start projects planned major changes in each area of program operations based upon their most recent local evaluation (Exhibit 2.36). However, about half of the projects were planning minor changes in staffing and in-service training, recruitment and screening procedures, and their service delivery model and curriculum. These findings are unchanged over the past half-dozen years. It should be noted that the LIFT Act included a new requirement that local evaluations be used for program improvement.

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SERVE CHILDREN IN A THREE-YEAR AGE RANGE

Even Start projects are mandated to serve children in at least a three-year consecutive age range to encourage that they can serve families for a period of time that is long enough to achieve family goals. In 2000-2001, 96 percent of all Even Start projects reported that they do this (Exhibit 2.37). Ninety percent or more of Even Start projects serve children two, three and four years of age, corresponding to toddlers through pre-kindergarten children. In addition, between 80 and 90 percent of Even Start projects also serve infants less than two years old, and five year olds. The percentage of projects offering Even Start to school-age children, in addition to the compulsory education they receive, decreases with child age. Thirty-nine percent of all Even Start projects serve children throughout the entire eligible age range.

PROVIDE AN INCREASING LOCAL FUNDING MATCH

Even Start projects are required to provide a percentage match to federal funding, and the size of that match increases throughout the life of the project. In this section we describe several aspects of the amount of federal funding for Even Start.

FEDERAL EXPENDITURE PER PROJECT

Annual Federal Expenditure Per Project. Annual per-project federal expenditures were calculated by dividing the total annual federal funding for the Even Start program including evaluation and technical assistance funds by the total number of projects funded during a given year. Doing so shows that the federal per-project expenditure grew during the first three years of Even Start, from $195,000 in 1989-1990 to $208,243 in 1991-1992[26] (see Exhibit 1.3 in Chapter 1). During this period the program was administered at the federal level and program appropriations were growing each year. However, when annual funding for Even Start reached $50 million, administration of the program was turned over to the States, with State Even Start allocations determined on the basis of the Title I allocation formula. Once the States began administering the program, annual federal per-project expenditures declined steadily, from $208,243 in 1991-1992 to $155,721 in 1997-1998. The annual per-project federal expenditure began to grow again in the late 1990s, to $175,439 in 2000-2001, once Even Start started receiving annual increases in its total appropriation.

Variation Across Projects, States and Regions. Projects vary greatly in the amount of their annual Even Start grant. Exhibit 2.38 shows that in 2000-2001, the majority of projects (61 percent) received federal grants between $75,000 and $175,000, while 30 percent received federal grants between $175,000 and $275,000.[27] At the ends of the distribution, about six

[26] The federal cost per project is calculated by using federal-level data on total program expenditures and the total number of projects funded. Different estimates of federal per-project spending are derived when the calculation is based on aggregates of data supplied by individual projects. The difference is primarily due to missing project data.

[27] The Even Start statute allows each state to fund one project below $75,000 per year.

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percent of the projects reported annual grants of less than $75,000, and three percent reported annual grants over $275,000. These statistics changed little from 1995-1996 to 2000-2001. There also is variation between states in the average size of federal Even Start grants (Exhibit 2.39). Most states make average federal grants between $100,000 and $200,000, but during 2000-2001 there were six states in which the average grant was less than $100,000, and four other states in which the average grant was greater than $200,000.

In-Kind Contributions and Other Resources. Even Start projects obtain substantial resources (e.g., matching funds, in-kind contributions) in addition to their federal Even Start funds. For projects receiving multi-year grants, the portion of the total budget supported by non-Even Start matching funds (these local match funds include in-kind contributions) must constitute at least 10 percent of a project's budget in year one, 40 percent of a project's annual operating budget by year four, 50 percent from years five through eight, and 65 percent in any subsequent years.

In 1995-1996, the average federal Even Start grant of $163,712[28] was augmented by an average of $122,507 in other resources to arrive at total resources of $286,219 per Even Start project (Exhibit 2.40). This means that during the mid-1990s, federal Even Start funds comprised 57 percent of the total resources used, and other funds comprised 43 percent. By 2000-2001, the average Even Start project had total resources of $314,605, a 10 percent increase over what was available in 1995-1996. However, the federal portion of the average Even Start project was less in 2000-2001 than in 1995-1996 (50 percent vs. 57 percent), while local contributions increased from 43 percent to 50 percent. Thus, over time, local Even Start projects have increased their reliance on non-Federal Even Start sources. This reflects the fact that Even Start grants are no longer capped at a maximum of eight years, and projects that continue past eight years are mandated to contribute at least 65 percent of project resources.

FEDERAL EXPENDITURE PER FAMILY

Annual Federal Expenditure Per Family. The average federal expenditure for a family participating in Even Start declined during the early and mid-1990s, from a high of $6,204 in 1989-1990 to a low of $2,965 in 1996-1997 (see Exhibit 1.3 in Chapter 1). This occurred because while total federal expenditures for Even Start grew during this period, there were even larger increases in the number of families served each year. This trend was reversed in the late 1990s, when the federal per-family expenditure increased to $4,708 in 2000-2001. This happened because the number of families served per-project decreased during the late 1990s, due in large part to advice from the Department of Education to concentrate funding on a limited number of needy families instead of spreading scarce resources too broadly.

Variation Across Projects, States and Regions. To help understand variation in cost per family we examined the relationships between project-level cost per family and several other project-level variables.

[28] This is the average of federal grants reported by all Even Start grantees in 2000-2001. It is less than the 2000-2001 average reported in Exhibit 1.3 which was calculated by dividing total federal appropriations by the total number of projects funded.

Federal per-family expenditures vary across states. In 1995-1996, four states spent less than $1,000 per family and seven states spent more than $4,000. Between 1995-1996 and 2000-2001 the average per-family expenditure increased by about $1,500 (see Exhibit 1.3 in Chapter 1). Hence, it is not surprising that in 2000-2001, only one state spent less than $2,000 per family and 14 states spent more than $5,000 (Exhibit 2.39).

As might be expected, the newest Even Start projects are by far the most expensive (Exhibit 2.41). In 2000-2001, projects 1 to 2 years of age spent an average of $7,608 per family. The cost per family drops sharply to $4,485 for projects 3 to 4 years old, and continues dropping to $4,261 for projects seven or more years old.

Projects that serve large numbers of families do so at a lower federal cost per family (Exhibit 2.41). During 2000-2001, projects that served 100 or more families spent $1,936 federal dollars per family, while projects that served 20 or fewer families spent an average of $10,009 in federal Even Start funds per family. This means that the smallest projects spent five times as much per family as the largest projects. The same relationship was seen in 1995-1996.

It appears that the socio-economic needs of families are related to federal per-family costs. In 2000-2001, projects that served families with an average annual income of less than $6,000 had a per-family cost of $4,867 while projects that served families with an average annual income of more than $20,000 had a per-family cost of $6,440 (Exhibit 2.41).

The percentage of non-English speakers served by a project seems to be unrelated to per-family costs (Exhibit 2.41). During 2000-2001, projects that serve a low percentage (0 to 25 percent) of non-English speakers spend just about the same amount per family as projects that serve a high percentage (76 to 100 percent). Projects that serve 26 to 75 percent of non-English speakers spend somewhat less per family.

Whether a project provides mostly home-based or center-based services does not appear to be related to per-project or per-family costs (Exhibit 2.41). It seems that, regardless of the locus of service provision, projects find a way to make per-family costs comparable.

A different measure of the services offered by local projects is the extent to which Even Start families need various types of support services. There seems to be some relationship between the need for support services and federal per-family costs, such that projects serving families with greater need for support services spent the fewest federal dollars on a per-family basis (Exhibit 2.41). The explanation for this finding is not clear -- it could be that projects with families that require the most support services also are projects that delegate responsibility for provision of core services to external agencies, thus lowering their federal per-family costs, or perhaps these projects simply serve more families on average.

Finally, several measures of the amount of instructional service offered by projects are available, including the number of hours offered per month of adult education, early childhood education, parenting education, parent-child activities, and the total amount of instruction. We might expect that projects that offered large amounts of instruction would be more expensive,

either on a per-project or per-family basis. However, this is not the case. No measure of amount of instruction offered is related to annual per-project or per-family expenditures (Exhibit 2.41).

Exhibit 2.1
Location of Even Start Projects in the 2000-2001 Program Year

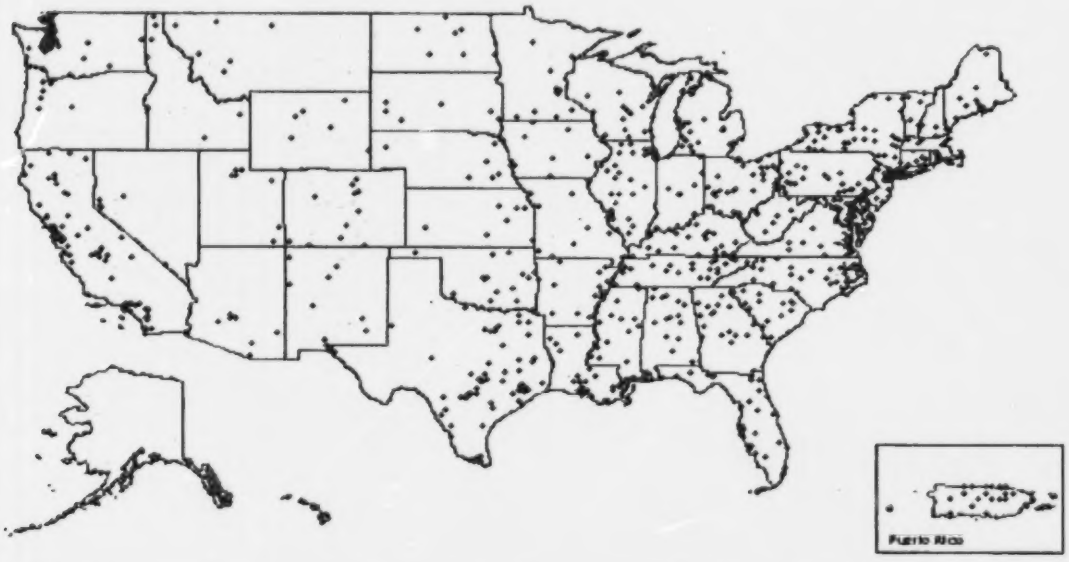

EXHIBIT 2.2
NUMBER OF EVEN START PROJECTS THAT OPERATED IN 2000-2001 AND NUMBER OF FAMILIES, BY STATE AND TYPE OF PROJECT

STATE	TYPE OF PROJECT				NUMBER OF FAMILIES
	STATE-ADMINISTERED	MIGRANT EDUCATION	TRIBAL	TOTAL	
Alabama	16	0	0	16	577
Alaska	4	0	0	4	116
Arizona	11	1	1	13	527
Arkansas	14	0	0	14	310
California	75	1	6	82	2,743
Colorado	11	1	0	12	465
Connecticut	8	0	0	8	209
Delaware	7	0	0	7	101
Dist of Columbia	4	0	0	4	262
Florida	25	1	0	26	1,131
Georgia	17	0	0	17	940
Hawaii	6	1	0	7	88
Idaho	6	0	0	6	158
Illinois	45	1	0	46	1,771
Indiana	10	0	0	10	285
Iowa	9	0	0	9	201
Kansas	7	1	0	8	404
Kentucky	19	2	0	21	739
Louisiana	14	0	0	14	628
Maine	7	1	0	8	168
Maryland	11	0	0	11	173
Massachusetts	8	0	0	8	181
Michigan	22	1	0	23	988
Minnesota	9	0	2	11	319
Mississippi	11	0	0	11	432
Missouri	13	0	0	13	433
Montana	5	1	0	6	184
Nebraska	8	1	0	9	229
Nevada	5	0	0	5	187
New Hampshire	4	0	0	4	85
New Jersey	19	0	0	19	299
New Mexico	10	1	0	11	361
New York	57	1	0	58	2,653
North Carolina	17	1	0	18	379
North Dakota	7	0	1	8	82
Ohio	31	0	0	31	1,103
Oklahoma	15	0	1	16	468
Oregon	8	1	0	9	279
Pennsylvania	31	1	0	32	1,398
Puerto Rico	30	0	0	30	1,090
Rhode Island	4	0	0	4	95
South Carolina	16	0	0	16	420
South Dakota	5	0	0	5	141
Tennessee	24	0	0	24	530
Texas	71	1	0	72	3,854
Utah	6	0	1	7	199

EXHIBIT 2.2
NUMBER OF EVEN START PROJECTS THAT OPERATED IN 2000-2001 AND NUMBER OF FAMILIES, BY STATE AND TYPE OF PROJECT

STATE	TYPE OF PROJECT				NUMBER OF FAMILIES
	STATE-ADMINISTERED	MIGRANT EDUCATION	TRIBAL	TOTAL	
Vermont	4	1	0	5	98
Virginia	11	0	0	11	273
Washington	13	0	1	14	301
West Virginia	8	0	0	8	148
Wisconsin	17	0	1	18	696
Wyoming	6	0	0	6	132
TOTAL	821	20	14	855	30,033

Notes: The total number of families shown in this table is based on 2000-2001 ESPIRS data submitted by local projects. Families served by projects that did not submit 2000-2001 ESPIRS data are not included in this count.

Exhibit reads: In 2000-2001, 16 state-administered projects operated in Alabama.

EXHIBIT 2.3
PERCENT OF EVEN START PROJECTS, BY REGION, URBAN/RURAL STATUS AND AGE, AND BY YEAR

REGION AND URBAN/RURAL STATUS	YEAR	
	1999-2000	2000-2001
Region		
Northeast	20%	21%
Midwest	22%	23%
South	35%	35%
West	23%	21%
Urban/Rural		
Urban > 50,000 population	34%	32%
Urban < 50,000 population	19%	19%
Rural	47%	49%
Project Age		
One year	13%	14%
Two years	14%	13%
Three years	13%	14%
Four years	11%	11%
Five years	10%	8%
Six years	7%	8%
Seven years	18%	9%
Eight years	9%	13%
Nine years	5%	6%
Ten years	0%	4%
Eleven years	0%	0%
Twelve years	0%	0%

Notes: Prior to 1999-2000, Even Start projects were not allowed to receive federal funding for more than eight years unless they significantly "reconfigured" themselves.

Exhibit reads: In 2000-2001, 21 percent of Even Start projects were in the Northeast region.

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EXHIBIT 2.4
PERCENT OF EVEN START PROJECTS, BY TYPE OF NON-LEA PARTNER, AND BY YEAR

TYPE OF NON-LEA PARTNER	YEAR	
	1999-2000	2000-2001
Educational Entities		
Community college, 4 year college, university	22%	22%
Trade or technical school	6%	7%
Head Start	23%	26%
Other preschool or day care	11%	14%
Other Organizations		
Local, county, or state government agency	38%	39%
Library	10%	13%
Tribal organization	2%	2%
Foundation, professional or fraternal org.	4%	4%
Volunteer group	9%	9%
Church, temple, mosque, religious group	4%	5%
Other	33%	38%

Notes:
Exhibit reads: In 2000-2001, 26 percent of Even Start projects had Head Start as a partner.

EXHIBIT 2.5
PERCENT OF EVEN START PROJECTS, BY REPORTED AVAILABILITY OF NON-EVEN START EDUCATIONAL SERVICES IN THEIR COMMUNITIES, AND BY YEAR

YEAR	NON-EVEN START EDUCATIONAL SERVICE								
	ABE (0-8)	ASE (9-12)	GED PREP	ESL	PAR. EDUC	ECE (0-2)	ECE (3-4)	ECE (5)	FAM LIT PROG
2000-2001	87%	**89%**	94%	80%	**76%**	**59%**	91%	90%	**33%**
1999-2000	87%	87%	94%	80%	72%	56%	91%	**92%**	30%
1998-1999	89%	88%	94%	**81%**	64%	51%	**92%**	**92%**	32%
1997-1998	**90%**	**89%**	**95%**	**81%**	73%	50%	91%	91%	32%
1996-1997	78%	88%		65%	48%	29%	83%	77%	16%
1995-1996	77%	87%		61%	46%	26%	80%	76%	16%
1994-1995	79%	87%		60%	45%	26%	79%	75%	20%
1993-1994	80%	88%		61%	42%	21%	78%	75%	18%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, and 1992-1993. In 1996-1997 and preceding years the evaluation did not distinguish ASE from GED.
Exhibit reads: In 2000-2001, 87 percent of Even Start projects reported that ABE (grades 0 to 8) was available in their communities through programs other than Even Start.

EXHIBIT 2.6
PERCENT OF ADULTS WHO PARTICIPATED IN EVEN START, BY INSTRUCTIONAL SERVICE AREA, BY PRIMARY SERVICE PROVIDER, AND BY YEAR

YEAR/ PRIMARY SERVICE PROVIDER	INSTRUCTIONAL SERVICE							
	PAR CHI	PAR EDUC	ABE (0-4)	ABE (5-8)	ASE (9-12)	HI SCH	GED PREP	ESL
2000-2001								
% of participating adults	89%	89%	11%	13%	17%	6%	38%	40%
Even Start only	68%	60%	60%	55%	52%	24%	57%	55%
Collaborating agency only	1%	2%	11%	15%	17%	54%	15%	16%
Even Start & collaborator	31%	38%	29%	30%	30%	22%	28%	30%
1999-2000								
% of participating adults	88%	88%	11%	15%	19%	5%	39%	37%
Even Start only	72%	64%	67%	65%	58%	21%	60%	55%
Collaborating agency only	1%	2%	11%	12%	15%	48%	15%	16%
Even Start & collaborator	27%	34%	21%	23%	27%	31%	25%	29%

Notes:

Exhibit reads: In 2000-2001, Even Start projects were the sole provider of parent-child activities for 68 percent of Even Start adults who participated in such activities.

EXHIBIT 2.7
PERCENT OF CHILDREN WHO PARTICIPATED IN EVEN START, BY INSTRUCTIONAL SERVICE AREA, AND BY SERVICE PROVIDER (2000-2001)

INSTRUCTIONAL SERVICE		PERCENT OF CHILDREN WHO PARTICIPATED	SERVICE PROVIDER			
			EVEN START	HEAD START	PUB SCH (K-3)	OTHER AGENCIES
Individualized, home-based ECE, by age	0-2 yrs	44%	93%	2%	0%	17%
	3 & 4 yrs	43%	92%	8%	0%	13%
	5+ yrs	31%	96%	3%	2%	8%
Organized, center-based ECE, by age	0-2 yrs	60%	89%	3%	0%	18%
	3 & 4 yrs	75%	73%	22%	1%	23%
	5+ yrs	35%	73%	13%	15%	23%
Day care with educational component, by age	0-2 yrs	40%	83%	2%	0%	24%
	3 & 4 yrs	30%	75%	9%	1%	27%
	5+ yrs	13%	79%	6%	4%	26%
Educ. services for school-age children outside school hours		10%	67%	2%	20%	28%
Compulsory schooling (K-3)		24%	6%	1%	89%	8%
Parent-child joint activities		87%	95%	5%	4%	22%
Other		7%	51%	5%	10%	52%

Notes: Percentages exceed 100 percent for each type of service because projects could report more than one service provider. Percentages are based on children who participated in each type of service.

Exhibit reads: In 2000-2001, 95 percent of children who participated in parent-child activities received those services through Even Start.

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EXHIBIT 2.8
PERCENT OF EVEN START PROJECTS, BY SERVICE PROVIDED, AND BY COLLABORATING AGENCY (2000-2001)

COLLABORATING AGENCY	SERVICE PROVIDED					
	CASH FUNDING SUPPORT	INSTRUCTIONAL STAFF	ADMINISTRATIVE, SUPPORT, &/OR TECHNICAL STAFF	SPACE, EQUIPMENT	COMMUNITY SUPPORT, EXPOSURE, TECH ASSISTANCE	JOB TRAINING/ SHADOWING SITES, MENTORS
Educational Agencies						
Public school elementary ed dept	10%	**40%**	**53%**	**56%**	**53%**	11%
Public school adult ed department	14%	**51%**	**48%**	**44%**	**43%**	19%
Head Start project	6%	**35%**	**31%**	29%	**50%**	10%
Community college, college, univ	4%	**33%**	28%	17%	**41%**	20%
State-funded preschool program	7%	**33%**	28%	26%	28%	7%
Title I preschool program	8%	23%	24%	18%	23%	3%
Trade or technical school/institute	2%	13%	12%	8%	20%	15%
Private preschool or day care	1%	12%	8%	10%	17%	4%
Other Agencies						
State governmental agencies	22%	12%	**34%**	8%	**42%**	13%
Local governmental agencies	12%	12%	25%	16%	**52%**	16%
Volunteer groups	9%	25%	11%	8%	**39%**	12%
Local businesses	19%	3%	4%	8%	**38%**	16%
Foundations or fraternal groups	19%	3%	4%	4%	16%	4%
Tribal organizations	2%	2%	2%	3%	5%	3%
Other	6%	6%	6%	8%	8%	3%

Notes: Bold shows cells that are 30 percent or higher.

Exhibit reads: In 2000-2001, 10 percent of Even Start projects received cash funding support from a public school elementary education department.

EXHIBIT 2.9
PERCENT OF EVEN START PROJECTS, BY CRITERIA USED TO IDENTIFY FAMILIES MOST IN NEED, AND BY YEAR

CRITERIA FOR IDENTIFYING FAMILIES MOST IN NEED	YEAR	
	1999-2000	2000-2001
Literacy		
Parent has low literacy skills	96%	96%
Parent did not complete eighth grade	85%	84%
Parent is low English proficient	80%	82%
Income and Housing		
Family income below poverty level	90%	90%
Family receives public assistance	86%	86%
Family has no earned income	83%	82%
Family resides in specific housing development or other neighborhood within Title I area	67%	67%
Family is homeless	67%	67%
Family Circumstances		
Single parent	84%	84%
Teen parent	82%	80%
Parent is a recent immigrant	60%	61%
3 or more children ages 15 or younger	57%	55%
Family is a migrant agricultural family	40%	43%
Parent is incarcerated	33%	31%
Family resides in an empowerment zone	31%	30%
Other	35%	31%

Notes:

Exhibit reads: In 2000-2001, 96 percent of Even Start projects considered parents' low literacy skills in targeting services to families most in need.

EXHIBIT 2.10
PERCENT OF EVEN START PROJECTS, BY ASSESSMENT METHOD USED TO PLACE ADULTS AND CHILDREN IN APPROPRIATE EDUCATIONAL SERVICES, BY INSTRUCTIONAL SERVICE AREA, AND BY YEAR

INSTRUCTIONAL SERVICE AREA	ASSESSMENT METHOD		
	TEACHER ASSESSMENT (E.G., INTERVIEW, OBSERVATION)	SELF-ASSESSMENT BY STUDENT	STANDARDIZED ASSESSMENT TEST
2000-2001			
Adult basic education	67%	36%	79%
GED preparation	66%	35%	77%
Adult secondary educ	58%	28%	68%
High school	46%	21%	45%
ESL	63%	37%	55%
Parenting education	78%	66%	14%
Early childhood educ	84%	24%	51%
1999-2000			
Adult basic education	67%	36%	77%
GED preparation	65%	36%	76%
Adult secondary educ	58%	30%	66%
High school	46%	22%	43%
ESL	61%	36%	48%
Parenting education	76%	64%	11%
Early childhood educ	83%	24%	48%

Notes: Percentages for each service area may exceed 100 because projects could select more than one method for each service area.

Exhibit reads: In 2000-2001, 67 percent of Even Start projects used assessment by teachers to place adults in adult basic education services.

EXHIBIT 2.11
PERCENT OF EVEN START PROJECTS,
BY SPECIAL RECRUITMENT STRATEGIES USED "A GREAT DEAL", AND BY YEAR

YEAR	SPECIAL RECRUITMENT STRATEGIES												
	WORD OF MOUTH	COLLABORATING AGENCIES	COMMUNITY AGENCY REFERRALS	POSTERS OR FLYERS	PUBLIC SCHOOL REFERRALS	HEAD START REFERRALS	HOME VISITS	TELEPHONE CONTACT	VISIT COMMUNITY AGENCIES	WALKING THE NEIGHBORHOOD	TARGETED MAILINGS	MASS MEDIA	OTHER
2000-2001	**76%**	65%	52%	48%	49%	41%	37%	33%	34%	21%	15%	14%	17%
1999-2000	**76%**	64%	51%	47%	47%	40%	37%	31%	34%	22%	15%	13%	19%
1998-1999	**76%**	**68%**	51%	49%	49%	**44%**	38%	35%	34%	24%	17%	16%	34%
1997-1998	75%	65%	50%	47%	47%	41%	37%	34%	34%	**25%**	17%	14%	**35%**
1996-1997	76%	67%	**53%**	50%	47%	42%	37%	34%	35%	19%	16%	15%	31%
1995-1996	75%	63%	51%	51%	47%	43%	39%	**36%**	38%	22%	**18%**	14%	31%
1994-1995	68%	62%	52%	**52%**	**54%**	42%	45%	**36%**	38%	22%	17%	**17%**	29%
1993-1994	68%	61%	50%	50%	**54%**	41%	**46%**	**36%**	**39%**	23%	16%	**17%**	32%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993.

Exhibit reads: In 2000-2001, 76 percent of projects used word of mouth "a great deal" for recruiting families.

EXHIBIT 2.12
PERCENT OF EVEN START PROJECTS, BY PROCEDURES USED TO SCREEN POTENTIAL PARTICIPANTS, AND BY YEAR

	PROCEDURES USED TO SCREEN PARTICIPANTS									
	VERIFY ELIGIBILITY				ASSESS ADULT BASIC SKILLS					
YEAR	DETERMINE FAMILY INCOME – SELF-REPORT	VERIFY INCOME VIA PAY STUBS, EMPLOYER.	DETERMINE EDUC. LEVEL – SELF REPORT	CONDUCT ORIENTATIONS	ASSESS ADULT BASIC SKILLS – PAPER AND PENCIL	ASSESS ADULT BASIC SKILLS - INTERVIEW	ASSESS CHILDREN	PROVIDE COUNSELING	CONTACT OTHER AGENCIES	OBTAIN SCREENING INFO FROM OTHER AGENCIES
2000-2001	**81%**	**21%**	**95%**	NA	**88%**	**89%**	**85%**	NA	NA	**78%**
1999-2000	80%	**21%**	94%	NA	85%	85%	82%	NA	NA	77%
1998-1999	90%			**79%**	79%		59%	20%	18%	NA
1997-1998	90%			78%	81%		59%	22%	19%	NA
1996-1997	82%			70%	76%		48%	20%	**39%**	NA
1995-1996	82%			67%	74%		49%	20%	**39%**	NA
1994-1995	85%			66%	74%		52%	20%	**39%**	NA
1993-1994	85%			64%	73%		53%	**23%**	**39%**	NA

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, and 1992-1993. Prior to 1999-2000, projects responded "a great deal" if they used a procedure with 76-100 percent of their families. Starting in 1999-2000, data were in response to a "yes/no" question. Row percentages do not add to 100 percent as projects could use more than one procedure. Data on conducting orientations, providing counseling, and contacting other agencies were not available in 1999-2000. Data on obtaining screening information from other agencies were not available until 1999-2000.

Exhibit reads: In 2000-2001, 81 percent of Even Start projects determined family income through self-report.

EXHIBIT 2.13
STATISTICS DESCRIBING THE PERIOD OF TIME DURING WHICH EVEN START PROJECTS PREPARE FAMILIES FOR PARTICIPATION, BY YEAR

STATISTIC	YEAR	
	1999-2000	2000-2001
Percentage of projects that have a preparation period	84%	85%
Median length of preparation period in weeks	3 weeks	4 weeks
Median length of preparation period in hours of participation	10 hours	12 hours
Average time before assigning national evaluation family codes	4 weeks	3 weeks
Average hours of service prior to assigning family codes	17 hours	19 hours
Projects that have an attendance policy	68%	69%

Notes: The median length of the preparation period is based on the projects that reported a preparation period of greater than zero weeks or hours.

Exhibit reads: In 2000-2001, 85 percent of Even Start projects had a period of preparation.

EXHIBIT 2.14
PERCENT OF EVEN START PROJECTS, BY SERVICES USED TO PREPARE ADULTS BEFORE FULLY ENGAGING THEM IN ADULT EDUCATION AND PARENTING EDUCATION, AND BY YEAR

YEAR	PREPARATION SERVICE										
	CONDUCT ORIENTATION	CONDUCT HOME VISITS	INVITE TO SOCIAL FUNCTION	FIELD TRIPS OR OTHER OUTINGS	BEGIN AE FIRST	BEGIN PE FIRST	NO PREPARATION PERIOD	INVITE PARENTS TO AE OR PE	SUPPORT SERVICES	ENSURE FAMILY COMMITMENT	INVITE CHILDREN TO ECE
2000-2001	85%	**83%**	**76%**	NA	NA	NA	15%	**88%**	**88%**	**84%**	**79%**
1999-2000	81%	81%	73%	NA	NA	NA	16%	85%	85%	82%	75%
1998-1999	**88%**	**83%**	65%	**54%**	**44%**	**31%**	25%	NA	NA	NA	NA
1997-1998	87%	**83%**	62%	53%	**44%**	30%	**29%**	NA	NA	NA	NA
1993-1994	68%	74%	44%	31%	22%	19%	13%	NA	NA	NA	NA

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993, 1994-1995, 1995-1996 and 1996-1997.

Exhibit reads: In 2000-2001, 85 percent of Even Start projects conducted orientation sessions before fully engaging participants in core services.

EXHIBIT 2.15
PERCENT OF EVEN START PARENTS AND CHILDREN, BY SUPPORT SERVICE RECEIVED, AND BY YEAR

YEAR	SUPPORT SERVICE								
	CHILD CARE	MEALS	FAMILY SUPPORT	SOCIAL SERVICES	TRANSPORT-ATION	HEALTH CARE, REFERRAL, SCREENING	EMPLOYMENT ASSISTANCE	TRANSLATOR, INTERPRETER	COUNSELING
Parents									
2000-2001	62%	**55%**	49%	46%	47%	41%	34%	**25%**	NA
1999-2000	60%	53%	48%	47%	46%	41%	34%	23%	NA
1998-1999	**65%**	54%	53%	51%	50%	44%	37%	**25%**	NA
1997-1998	**65%**	**55%**	**55%**	**56%**	**52%**	**45%**	**40%**	23%	NA
1996-1997	54%	43%	39%	36%	46%	28%	21%	16%	NA
1995-1996	52%	38%	39%	36%	43%	26%	19%	15%	NA
1994-1995	53%	39%	30%	34%	45%	27%	18%	14%	NA
Children									
2000-2001	58%	**58%**	NA	NA	45%	36%	NA	16%	17%
1999-2000	56%	56%	NA	NA	44%	35%	NA	15%	18%
1998-1999	**59%**	57%	NA	NA	48%	42%	NA	**17%**	18%
1997-1998	**59%**	**58%**	NA	NA	**50%**	**43%**	NA	15%	**19%**
1996-1997	50%	51%	NA	NA	45%	28%	NA	11%	10%
1995-1996	48%	48%	NA	NA	43%	28%	NA	11%	11%
1994-1995	48%	47%	NA	NA	44%	27%	NA	10%	11%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993 and 1993-1994. N/A shows that some support services were not offered.

Exhibit reads: In 2000-2001, 62 percent of Even Start parents received assistance with childcare.

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EXHIBIT 2.16
PERCENT OF EVEN START PROJECTS,
BY METHOD OF ACCOMMODATING FAMILY SCHEDULE, AND BY YEAR

	METHOD OF ACCOMMODATING FAMILY SCHEDULE							
			DAY AND EVENING OR WEEKEND INSTRUCTION					
YEAR	CHILD CARE MADE AVAILABLE	HOME-BASED AND CENTER-BASED SERVICES	DAY AND EVENING	WEEKEND	PROVIDE TRANSPORTATION	AFTER SCHOOL/ WEEKEND HOMEWORK ASSISTANCE FOR OLDER CHILDREN	HOME VISITS DURING ADULT OR CHILD ILLNESS	OTHER
2000-2001	87%	78%	65%	**16%**	76%	**46%**	**81%**	19%
1999-2000	87%	77%	**65%**	15%	**77%**	**46%**	**81%**	20%
1998-1999	91%	**80%**	62%		N/A	N/A	N/A	41%
1997-1998	89%	**80%**	57%		N/A	N/A	N/A	**46%**
1996-1997	**92%**	71%	54%		N/A	N/A	N/A	20%
1995-1996	89%	69%	53%		N/A	N/A	N/A	19%
1994-1995	89%	75%	53%		N/A	N/A	N/A	24%
1993-1994	86%	69%	55%		N/A	N/A	N/A	21%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993. For 1993-1994 through 1998-1999, projects reported whether they provided day and evening instruction, or weekend instruction. In 1999-2000, projects reported separately on whether they provided day and evening instruction, and/or weekend instruction. Data on providing transportation, homework assistance for older children, and home visits during illness were first available in 1999-2000.

Exhibit reads: In 2000-2001, 87 percent of Even Start projects provided child care to enable parents to attend instructional services.

EXHIBIT 2.17
PERCENT OF EVEN START PROJECTS,
BY SERVICES USED TO PREPARE ADULTS FOR EMPLOYMENT, AND BY YEAR

PREPARATORY SERVICES	YEAR	
	1999-2000	2000-2001
Discuss vocational topics/job retention strategies in adult education classes	88%	89%
Use class time on how to access community services/vocational information	86%	89%
Use career interests/exploration surveys in adult/parenting education classes	81%	81%
Practice specific job skills in adult and/or parenting education classes	81%	81%
Discuss vocational topics and job retention strategies in parenting education	75%	77%
Coordinate with JTPA, One Stop, School to Work and business community	72%	72%
Maintain connections with employers and post-secondary institutions	66%	65%
Adults develop a plan for employment goal attainment	65%	67%
Provide job shadowing, mentoring, work experience in adult/parenting educ	41%	43%
Other	19%	22%

Notes:

Exhibit reads: In 2000-2001, 89 percent of Even Start projects discussed vocational topics and job retention strategies in adult education classes.

EXHIBIT 2.18
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE, AND BY YEAR

YEAR	ADULT SERVICE						PARENTING SERVICE	
	ABE (0-4)	ABE (5-8)	ASE (9-12)	GED PREP	HIGH SCHOOL	ESL	PARENTING EDUCATION	PAR-CHI JOINT ACTIVITIES
2000-2001	**473 hrs**	476 hrs	504 hrs	**487 hrs**	**684 hrs**	381 hrs	173 hrs	**157 hrs**
1999-2000	463 hrs	**479 hrs**	**505 hrs**	479 hrs	666 hrs	371 hrs	167 hrs	152 hrs
1998-1999	458 hrs	465 hrs	500 hrs		NA	**386 hrs**	**219 hrs**	NA
1997-1998	428 hrs	439 hrs	468 hrs		NA	286 hrs	201 hrs	NA
1996-1997	390 hrs	412 hrs	430 hrs		NA	335 hrs	196 hrs	NA
1995-1996	369 hrs	386 hrs	404 hrs		NA	325 hrs	201 hrs	NA
1994-1995	341 hrs	351 hrs	367 hrs		NA	311 hrs	195 hrs	NA
1993-1994	310 hrs	320 hrs	340 hrs		NA	300 hrs	170 hrs	NA

Notes: Bold shows the highest number in each column. Data are not shown for 1989-1990, 1990-1991, 1991-1992 and 1992-1993 since in these years data were collected only on hours received, not hours offered. Prior to 1999-2000, projects reported the number of hours offered during a typical month, and the number of months for which the service was offered. Starting in 1999-2000, projects reported separately on each month of the program year.

Exhibit reads: In 2000-2001, the typical Even Start adult was offered an average of 473 hours of beginning adult basic education instruction.

EXHIBIT 2.19
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE, AND BY MONTH (2000-2001)

MONTH	ADULT SERVICE						PARENTING SERVICE	
	ABE (0-4)	ABE (5-8)	ASE (9-12)	GED PREP	HIGH SCHOOL	ESL	PARENTING EDUCATION	PAR-CHI JOINT ACTIVITIES
Jul 2000	25	25	24	25	24	21	11	10
Aug 2000	25	25	26	27	31	18	10	9
Sep 2000	42	43	45	43	65	33	15	13
Oct 2000	45	46	49	46	69	37	16	13
Nov 2000	45	45	49	46	68	36	16	14
Dec 2000	36	36	39	37	55	28	13	12
Jan 2001	45	45	48	46	68	36	15	14
Feb 2001	46	46	49	**47**	**69**	36	16	14
Mar 2001	**47**	**47**	**50**	**47**	68	**37**	**17**	**15**
Apr 2001	45	45	48	45	65	36	16	14
May 2001	**47**	46	49	**47**	68	**37**	16	**15**
Jun 2001	33	32	33	34	36	28	14	13
Total	**473**	**476**	**504**	**487**	**684**	**381**	**173**	**157**

Notes: Bold shows the highest number in each column. Sum of months may not add to the total due to rounding.

Exhibit reads: In January of 2001, the typical Even Start adult was offered an average of 45 hours of beginning adult basic education instruction.

EXHIBIT 2.20
PERCENT OF EVEN START PROJECTS, BY INTENSITY OF ADULT EDUCATION SERVICES, AND BY YEAR

LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Beginning ABE (offered by 54% of all projects)		
Low intensity (>0 and <=8 hours/month)	11%	9%
Low-moderate (>8 and <=30 hours/month)	34%	35%
High-moderate (>30 and <60 hours/month)	34%	32%
High intensity (>=60 hours/month)	21%	24%
Intermediate ABE (offered by 56% of all projects)		
Low intensity (>0 and <=8 hours/month)	9%	8%
Low-moderate (>8 and <=30 hours/month)	33%	34%
High-moderate (>30 and <60 hours/month)	35%	35%
High intensity (>=60 hours/month)	23%	23%
Adult Secondary Education (offered by 65% of all projects)		
Low intensity (>0 and <=8 hours/month)	10%	9%
Low-moderate (>8 and <=30 hours/month)	31%	32%
High-moderate (>30 and <60 hours/month)	34%	33%
High intensity (>=60 hours/month)	25%	26%
GED Preparation (offered by 90% of all projects)		
Low intensity (>0 and <=8 hours/month)	8%	8%
Low-moderate (>8 and <=30 hours/month)	35%	34%
High-moderate (>30 and <60 hours/month)	35%	33%
High intensity (>=60 hours/month)	22%	24%
English as a Second Language (offered by 66% of all projects)		
Low intensity (>0 and <=8 hours/month)	11%	9%
Low-moderate (>8 and <=30 hours/month)	45%	45%
High-moderate (>30 and <60 hours/month)	30%	32%
High intensity (>=60 hours/month)	14%	14%

Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.

Exhibit reads: In 2000-2001, 24 percent of Even Start projects provided high-intensity ABE services.

EXHIBIT 2.21
PERCENT OF EVEN START PROJECTS LISTING VARIOUS PARENTING EDUCATION ACTIVITIES AS AMONG THE 10 MOST FREQUENTLY ADDRESSED, BY YEAR

PARENTING EDUCATION ACTIVITIES	YEAR	
	1999-2000	2000-2001
Parent-Child Interactions		
Promoting parent/child reading together and other literacy activities	91%	93%
General understanding of how children develop	78%	81%
How to manage child behavior	77%	77%
Helping parents understand what to expect of their children	73%	74%
Understanding how talking with child promotes child literacy	71%	73%
Developing child's language and thinking skills	66%	69%
How to ensure child's safety and well-being	53%	52%
How to ask good (meaningful, open-ended) questions of children	19%	18%
How to promote child's social skills development	47%	47%
How to work effectively with child's school and teachers	41%	43%
How to provide child with easy access to writing/reading materials	40%	40%
How to prepare children for school routines	27%	28%
How to help children with homework	25%	25%
Parent Self-Help Skills		
Building parents' self-esteem	58%	60%
Building parents' life skills	58%	59%
Building parents' awareness of community and social services	47%	50%
Building parents' understanding of good health and nutrition	48%	48%
Building parents' awareness of vocational/education opportunities	37%	36%

Notes:

Exhibit reads: In 2000-2001, 93 percent of Even Start projects listed "promoting parent/child reading together and other literacy activities" as one of the most frequently addressed parenting education activities.

EXHIBIT 2.22
PERCENT OF EVEN START PROJECTS, BY INTENSITY OF PARENTING EDUCATION SERVICES, AND BY YEAR

LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Low intensity (>0 and <=4 hours/month)	13%	14%
Low-moderate (>4 and <=10 hours/month)	35%	32%
High-moderate (>10 and <20 hours/month)	29%	31%
High intensity (>=20 hours/month)	23%	23%

Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.

Exhibit reads: In 2000-2001, 23 percent of Even Start projects provided high intensity parenting education services.

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EXHIBIT 2.23
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY YEAR

YEAR	AGE OF CHILD			
	< 3 YEARS	3 & 4 YEARS	5 YEARS	6 &7 YEARS
2000-2001	**534 hrs**	**682 hrs**	556 hrs	279 hrs
1999-2000	507 hrs	610 hrs	526 hrs	241 hrs
1998-1999	477 hrs	596 hrs	**678 hrs**	**756 hrs**
1997-1998	443 hrs	567 hrs	638 hrs	705 hrs
1996-1997	406 hrs	554 hrs	553 hrs	588 hrs
1995-1996	391 hrs	547 hrs	575 hrs	609 hrs
1994-1995	350 hrs	489 hrs	519 hrs	557 hrs
1993-1994	280 hrs	390 hrs	350 hrs	225 hrs

Notes: Bold shows the highest number in each column. Data are not shown for 1989-1990, 1990-1991, and 1992-1993 since in these years data were collected only on hours received, not on hours offered. Prior to 1999-2000, projects reported the number of hours offered during a typical month and the number of months for which the service was offered. Starting in 1999-2000, projects reported separately on each month of the program year. Also, starting in 1999-2000, projects were asked NOT to include compulsory school hours for older children. In earlier years, projects were asked to include those hours.

Exhibit reads: In 2000-2001, the typical Even Start child under three years of age was offered an average of 534 hours of early childhood education services.

EXHIBIT 2.24
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY MONTH (2000-2001)

MONTH	AGE OF CHILD			
	<3 YEARS	3 & 4 YEARS	5 YEARS	6 &7 YEARS
Jul 2000	30	32	32	26
Aug 2000	30	33	31	21
Sep 2000	47	57	48	21
Oct 2000	50	61	52	23
Nov 2000	50	60	51	22
Dec 2000	40	48	42	20
Jan 2001	49	60	51	22
Feb 2001	50	60	52	23
Mar 2001	51	**62**	53	24
Apr 2001	49	59	51	22
May 2001	**52**	**62**	**54**	23
Jun 2001	38	44	40	**28**
Total	**534**	**682**	**556**	**279**

Notes: Bold shows the highest number in each column.

Exhibit reads: In January of 2000-2001, the typical Even Start child under three years of age was offered an average of 49 hours of early childhood education services.

EXHIBIT 2.25
PERCENT OF EVEN START PROJECTS,
BY INTENSITY OF EARLY CHILDHOOD EDUCATION SERVICES, BY CHILD AGE, AND BY YEAR

LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Birth Through Two-Year Olds		
Low intensity (>0 and <4 hours/month)	7%	6%
Low-moderate (>=4 and <=30 hours/month)	35%	34%
High-moderate (>30 and <60 hours/month)	31%	32%
High intensity (>=60 hours/month)	27%	28%
Three to Five-Year Olds		
Low intensity (>0 and <=12 hours/month)	13%	11%
Low-moderate (>12 and <=30 hours/month)	19%	20%
High-moderate (>30 and <65 hours/month)	39%	38%
High intensity (>=65 hours/month)	29%	31%

Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.

Exhibit reads: In 2000-2001, 28 percent of Even Start projects offered high intensity early childhood education to children under three years of age.

EXHIBIT 2.26
PERCENT OF EVEN START PROJECTS LISTING VARIOUS PARENT/CHILD ACTIVITIES
AS AMONG THE FIVE MOST FREQUENTLY UNDERTAKEN IN CENTERS AND IN HOMES, AND BY YEAR

PARENT/CHILD ACTIVITIES	YEAR			
	1999-2000		2000-2001	
	CENTERS	HOMES	CENTERS	HOMES
Literacy Activities				
Story telling	33%	29%	33%	31%
Reading aloud	62%	71%	64%	74%
Working with letters and writing	25%	28%	25%	30%
Working with numbers (counting, number games)	25%	28%	25%	30%
Working on other cognitive skills (shapes, colors)	52%	52%	51%	54%
Literacy-related social activities (e.g., library night)	36%	23%	36%	24%
Other Activities				
Sensory stimulation (auditory, visual, tactile)	41%	40%	42%	38%
Gross motor activities	34%	20%	32%	20%
Activities to promote sharing/working with others	44%	17%	46%	16%
Activities to promote independence and self-help	23%	30%	22%	30%
Modeling/practicing positive parenting behaviors	44%	57%	46%	56%
Instruction and coaching of specific parenting skills	22%	39%	20%	40%
Activities focusing on health and nutrition practices	17%	24%	18%	23%

Notes:

Exhibit reads: In 2000-2001, 33 percent of Even Stat projects listed story telling as one of the parent-child activities most frequently undertaken in center-based programs.

EXHIBIT 2.27
HOURS PER MONTH OF PARENT-CHILD JOINT ACTIVITIES OFFERED TO EVEN START FAMILIES, BY SERVICE SETTING, AND BY YEAR

YEAR	SERVICE SETTING			
	CENTER OR CLASSROOM	FIELD TRIPS, MEALS, SOCIAL FUNCTIONS	HOME VISITS	TOTAL
2000-2001	NA	NA	NA	13.1 hrs
1999-2000	NA	NA	NA	12.6 hrs
1998-1999	**10.0 hrs**	**5.4 hrs**	2.9 hrs	**17.4 hrs**
1997-1998	9.9 hrs	5.3 hrs	3.2 hrs	17.3 hrs
1996-1997	8.1 hrs	5.3 hrs	2.9 hrs	16.3 hrs
1995-1996	8.5 hrs	5.3 hrs	**3.3 hrs**	17.1 hrs
1994-1995	7.5 hrs	4.4 hrs	2.8 hrs	14.7 hrs
1993-1994	7.0 hrs	4.0 hrs	3.0 hrs	14.0 hrs

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993. For 1997-1998 and 1998-1999, the number of hours reported for each setting do not sum to the total number of hours across settings because of differential amounts of missing data. Starting in 1999-2000, projects reported only the total number of hours of parent-child joint activities offered in each month.

Exhibit reads: In 2000-2001, Even Start projects offered an average of 13.1 hours per month of parent-child joint activities.

EXHIBIT 2.28
PERCENT OF EVEN START PROJECTS, BY LANGUAGES USED IN PARENTING, ADULT AND EARLY CHILDHOOD EDUCATION CLASSES, AND BY YEAR

INSTRUCTIONAL SERVICE AREA AND LANGUAGE USED	YEAR	
	1999-2000	2000-2001
Parenting Education		
Project has only English-speaking participants	33%	30%
English only (some participants speak other languages)	22%	20%
English and non-English languages of most participants	35%	39%
English and non-English languages of some participants	10%	10%
Adult Education		
Project has only English-speaking participants	33%	31%
English only (some participants speak other languages)	32%	29%
English and non-English languages of most participants	27%	30%
English and non-English languages of some participants	9%	9%
Early Childhood Education		
Project has only English-speaking participants	34%	33%
English only (some participants speak other languages)	27%	25%
English and non-English languages of most participants	30%	32%
English and non-English languages of some participants	9%	9%

Notes:

Exhibit reads: In 2000-2001, 30 percent of Even Start projects has only English-speaking participants in their parenting education classes.

EXHIBIT 2.29
PERCENT OF EVEN START PROJECTS, BY APPROACH USED TO INTEGRATE SERVICES "ALMOST ALWAYS", BY INSTRUCTIONAL COMPONENT, AND BY YEAR

INSTRUCTIONAL COMPONENT/ INTEGRATION APPROACH	YEAR	
	1999-2000	2000-2001
Adult Education and Parenting Education		
Staff from both areas share participant info formally	71%	72%
Staff from both areas share participant info informally	75%	75%
Staff from both areas participate in joint inservice training	55%	56%
Use similar or complementary activities to achieve educational goals in both areas	51%	51%
The same instructors conduct activities in both areas	37%	36%
Parenting Education and Early Childhood Education		
Staff from both areas share participant info formally	72%	70%
Staff from both areas share participant info informally	77%	77%
Staff from both areas participate in joint inservice training	62%	61%
Use similar or complementary activities to achieve educational goals in both areas	55%	54%
The same instructors conduct activities in both areas	43%	41%
Adult Education and Early Childhood Education		
Staff from both areas share participant info formally	56%	56%
Staff from both areas share participant info informally	62%	62%
Staff from both areas participate in joint inservice training	44%	43%
Use similar or complementary activities to achieve educational goals in both areas	39%	39%
The same instructors conduct activities in both areas	25%	26%

Notes:
Exhibit reads: In 2000-2001, 72 percent of Even Start projects reported that staff from adult education and parenting education areas "almost always" share student information formally in order to integrate services.

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EXHIBIT 2.30
PERCENT OF EVEN START PROJECTS,
BY TOPIC ADDRESSED IN INSERVICE TRAINING PROVIDED TO PROJECT STAFF, AND BY YEAR

TOPIC ADDRESSED IN INSERVICE TRAINING	YEAR	
	1999-2000	2000-2001
Services		
Early childhood education curriculum/services	94%	94%
Parenting education curriculum/services	91%	94%
Program development/improvement	89%	93%
Adult education curriculum/services	84%	87%
Conducting home-visits	84%	85%
Operations		
Interagency collaboration	80%	82%
Team building	80%	83%
Recruitment/retention	78%	82%
Evaluation		
Adult and/or child basic skills and developmental assessment	84%	85%
Local evaluation	78%	81%
National evaluation	65%	69%

Notes:
Exhibit reads: In 2000-2001, 94 percent of Even Start projects provided inservice training on early childhood education curriculum/services.

EXHIBIT 2.31
PERCENT OF EVEN START PROJECTS,
BY PRIMARY SERVICE SETTING, AND BY YEAR

PRIMARY SERVICE SETTING	YEAR	
	1999-2000	2000-2001
Most instructional services are center-based	57%	54%
Most instructional services are home-based	9%	9%
Some instructional services are center-based and some are home-based	34%	37%

Notes:
Exhibit reads: In 2000-2001, 54 percent of Even Start projects used center-based instructional services for most of their families.

EXHIBIT 2.32
PERCENT OF EVEN START PROJECTS, BY SERVICE OFFERED TO EVEN START FAMILIES DURING PERIODS OF RELATIVELY LOW-LEVEL SERVICES (SUCH AS SUMMER), AND BY YEAR

SERVICE OFFERED	YEAR	
	1999-2000	2000-2001
Any Period of Low-Level Services?		
Projects that reported some period of low-level services	82%	85%
Same level of service is maintained over 12 months	18%	15%
Services Offered During Period of Low-Level Services		
Referrals for support services	79%	81%
Home visits	72%	72%
Parenting education services	67%	71%
Early childhood education services	67%	70%
Recreational/social activities	67%	69%
Adult education services	63%	66%
Enrichment (e.g., day camp for children, tutoring for adults)	57%	58%
Other	22%	23%

Notes:
Exhibit reads: In 2000-2001, 81 percent of Even Start projects offered referrals for support services during the periods in which they offer relatively lower levels of instructional services (e.g., the summer break).

EXHIBIT 2.33
PERCENT OF EVEN START PROJECTS, BY METHOD USED IN LOCAL EVALUATION TO OBTAIN FEEDBACK ABOUT PROJECT OPERATIONS, WHETHER THE METHOD WAS USEFUL, AND BY YEAR

METHOD USED IN LOCAL EVALUATION TO OBTAIN FEEDBACK	YEAR			
	1999-2000		2000-2001	
	PERCENT USED	METHOD WAS USEFUL	PERCENT USED	METHOD WAS USEFUL
Interviews/Meetings				
with project staff	98%	99%	98%	99%
with project participants	96%	99%	96%	99%
with project administrators	93%	99%	94%	99%
with collaborating agencies	86%	97%	87%	98%
Tests/Assessments				
of participating adults	93%	97%	94%	98%
of participating children	87%	97%	91%	97%
questionnaires/ratings from participants	77%	97%	78%	98%
Classroom Observations				
of early childhood education	82%	99%	83%	99%
of parent education	76%	98%	79%	99%
of adult education	74%	98%	79%	99%

Note: Percent of projects reporting that a method was useful is based on all projects that responded yes with regard to whether they used the method.
Exhibit reads: In 2000-2001, 98 percent of Even Start projects used interviews and meetings with project staff to obtain feedback about the project; 99 percent of those projects found this to be a useful way to obtain feedback.

EXHIBIT 2.34
PERCENT OF EVEN START PROJECTS,
BY ADULT ASSESSMENT SCALE ADMINISTERED, AND BY YEAR

ADULT ASSESSMENT SCALE	YEAR	
	1999-2000	2000-2001
Tests of Adult Basic Education (TABE)	72%	73%
Comprehensive Adult Student Assessment System (CASAS)	31%	32%
Basic English Skills Test (BEST)	22%	26%
Language Assessment Scale (LAS)	6%	7%
IDEA Proficiency Test (IPT)	3%	3%
Other	44%	47%

Notes:

Exhibit reads: In 2000-2001, 73 percent of Even Start projects administered the TABE to adult participants for basic skills assessment.

EXHIBIT 2.35
PERCENT OF EVEN START PROJECTS,
BY CHILD ASSESSMENT SCALE ADMINISTERED, AND BY YEAR

CHILD ASSESSMENT SCALE	YEAR	
	1999-2000	2000-2001
Denver Developmental Inventory II	36%	36%
High/Scope Classroom Observation Record (COR)	27%	28%
Preschool Language Scale-3 (PLS)	19%	22%
Peabody Picture Vocabulary Test (PPVT-R or PPVT-III)	22%	20%
Brigance	16%	17%
PreSchool Inventory (PSI)	14%	12%
Early Screening Inventory (ESI)	8%	10%
Learning Accomplishment Profile	8%	8%
Iowa Tests of Basic Skills (ITBS)	6%	6%
Battelle	4%	4%
Pre-IDEA Proficiency Test (Pre-IPT)	3%	4%
Psychomotor Skills Inventory	4%	2%
Bracken	1%	1%
Other	59%	65%

Notes:

Exhibit reads: In 2000-2001, 36 percent of Even Start projects administered the Denver Developmental Inventory II to participating children.

EXHIBIT 2.36
PERCENT OF EVEN START PROJECTS PLANNING MAJOR, MINOR, OR NO CHANGES BASED ON MOST RECENT LOCAL EVALUATION, BY PROJECT AREA, AND BY YEAR

YEAR	PROJECT AREA					
	PROJECT ADMINIS-TRATION	RECRUIT-MENT AND SCREENING	BASIC MODEL AND CURRIC.	STAFFING AND INSERVICE	COLLABOR-ATION	LOCAL EVALUATION
Major Changes						
2000-2001	6%	8%	6%	9%	9%	10%
1999-2000	5%	8%	6%	8%	9%	9%
1998-1999	6%	**12%**	**8%**	11%	**13%**	9%
1997-1998	6%	9%	6%	9%	9%	10%
1994-1995	4%	6%	7%	10%	10%	14%
1993-1994	**7%**	7%	8%	**12%**	10%	**18%**
Minor Changes						
2000-2001	**30%**	53%	41%	54%	38%	37%
1999-2000	26%	50%	39%	52%	37%	37%
1998-1999	**30%**	55%	**49%**	**58%**	43%	41%
1997-1998	26%	56%	46%	56%	44%	37%
1994-1995	27%	**60%**	47%	55%	**50%**	**43%**
1993-1994	23%	53%	45%	52%	48%	37%
No Changes						
2000-2001	64%	39%	52%	37%	53%	53%
1999-2000	69%	**42%**	**55%**	**40%**	**54%**	**55%**
1998-1999	64%	33%	43%	31%	44%	50%
1997-1998	68%	35%	49%	35%	46%	53%
1994-1995	69%	34%	46%	35%	40%	43%
1993-1994	**70%**	39%	48%	36%	42%	45%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993, 1995-1996, and 1996-1997

Exhibit reads: In 2000-2001, 64 percent of Even Start projects planned no changes in project administration based on their most recent local evaluation.

EXHIBIT 2.37
PERCENT OF EVEN START PROJECTS, BY AGE OF CHILDREN SERVED, AND BY YEAR

CHILD AGE	YEAR	
	1999-2000	2000-2001
Total projects that serve children in a consecutive 3-year age range	**94%**	**96%**
Infants less than 1 year old	88%	86%
1 year olds	90%	88%
2 year olds	92%	90%
3 year olds	96%	95%
4 year olds	95%	92%
5 year olds	86%	84%
6 year olds	70%	66%
7 year olds	66%	62%
8 years or older	48%	44%
Entire age range: Birth through 8+ years	39%	39%

Notes: Compulsory education services received by school-age children are not included.

Exhibit reads: In 2000-2001, 86 percent of Even Start projects provided educational/developmental services to infants less than 1 year old.

EXHIBIT 2.38
PERCENT OF EVEN START PROJECTS, BY ANNUAL FEDERAL EXPENDITURE PER PROJECT, AND BY YEAR

ANNUAL FEDERAL EXPENDITURE PER PROJECT	YEAR	
	1995-1996 (N=576 PROJECTS)	2000-2001 (N=806 PROJECTS)
$75,000 or less	3%	6%
$75,001 - $125,000	32%	34%
$125,001 - $175,000	24%	27%
$175,001 - $225,000	23%	18%
$225,001 - $275,000	13%	12%
More than $275,000	5%	3%

Notes: 1995-1996 was the year of data collection for the prior examination of Even Start costs (St.Pierre & Noonan, 1998)

Exhibit reads: In 2000-2001, six percent of Even Start projects received $75,000 or less in Even Start funds.

EXHIBIT 2.39
ANNUAL FEDERAL EVEN START EXPENDITURE PER PROJECT AND PER FAMILY, BY STATE FOR 2000-2001

STATE	N OF PROJECTS (TOTAL N=806)	ANNUAL EVEN START EXPENDITURE PER PROJECT	ANNUAL EVEN START EXPENDITURE PER FAMILY
Arkansas	13	$74,869	$3,311
Tennessee	21	$87,289	$3,279
Colorado	9	$87,349	$1,811
Hawaii	5	$90,200	$5,434
Idaho	6	$92,552	$2,524
Nebraska	9	$97,081	$3,596
South Carolina	13	$103,040	$2,897
Delaware	3	$103,808	$2,273
Wyoming	6	$106,934	$4,582
Iowa	9	$108,397	$4,394
Maine	8	$109,859	$5,707
North Dakota	6	$109,969	$5,024
Minnesota	10	$113,462	$3,327
Oklahoma	14	$114,896	$3,767
West Virginia	8	$115,145	$5,549
Kansas	7	$116,440	$2,058
Utah	7	$117,329	$3,820
Illinois	37	$118,831	$2,403
Washington	10	$121,847	$3,452
Kentucky	20	$122,410	$3,611
New Mexico	11	$124,406	$2,855
Nevada	5	$125,000	$3,272
Wisconsin	17	$126,257	$2,423
Montana	6	$127,042	$3,327
Alabama	16	$130,281	$3,278
New Jersey	12	$136,192	$5,675
Rhode Island	4	$139,250	$5,802
Oregon	8	$139,800	$3,897
Connecticut	8	$140,912	$6,670
Massachusetts	8	$141,232	$4,448
Ohio	30	$143,870	$3,346
Maryland	8	$151,298	$6,838
Puerto Rico	27	$151,599	$3,328
Alaska	3	$152,261	$3,383
District of Columbia	4	$154,114	$2,140
Mississippi	8	$157,096	$2,992
South Dakota	3	$158,166	$3,272
New Hampshire	4	$158,855	$4,814
North Carolina	16	$170,695	$5,950
Vermont	4	$173,305	$6,081
Missouri	13	$173,700	$4,245
Virginia	8	$175,175	$5,096
Florida	21	$179,417	$3,116
Texas	63	$181,406	$2,872
Indiana	10	$181,616	$5,605
California	74	$182,891	$5,240
Arizona	11	$184,211	$3,684
Pennsylvania	32	$184,358	$4,060
New York	55	$227,743	$4,262
Michigan	22	$244,352	$5,010
Georgia	14	$250,687	$3,524
Louisiana	11	$254,934	$4,368

Exhibit reads: In 2000-2001, 13 Even Start projects were funded in Arkansas.

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EXHIBIT 2.40
ANNUAL FEDERAL EVEN START EXPENDITURE PER PROJECT, BY SOURCE OF FUNDING, AND BY YEAR

SOURCE OF FUNDING	YEAR	
	1995-1996 (N=576 PROJECTS)	2000-2001 (N=806 PROJECTS)
Federal Even Start funds	$163,712 (57%)	$157,234 (50%)
Other federal funds	$122,507 (43%)	$15,675 (5%)
State or local cash contributions		$26,123 (8%)
Non-cash in-kind contributions		$115,573 (37%)
Total	$286,219 (100%)	$314,605 (100%)

Notes: 1995-1996 was the year of data collection for the prior examination of Even Start costs (St.Pierre & Noonan, 1998). Other federal funds, state/local cash, and non-cash in-kind contributions were not separated in 1995-1996. Average federal Even Start funds represents the average of federal grants reported by all Even Start grantees in the relevant year. Data from EDS cost interviews conducted in spring 2000 and spring 2001 show that federal grant plus local in-kind costs were $315,840 per project, close to the total shown above for all projects.

Exhibit reads: In 2000-2001, Even Start projects reported an average of $314,605 in total funding (federal, other sources, and in-kind contributions).

EXHIBIT 2.41
ANNUAL PER-PROJECT AND PER-FAMILY FEDERAL EVEN START EXPENDITURES BY SELECTED PROJECT CHARACTERISTICS

PROJECT CHARACTERISTIC	2000-2001 ANNUAL FEDERAL EVEN START EXPENDITURE (N=806 PROJECTS)	
	PER-PROJECT	PER-FAMILY
Project Age		
1-2 years	$167,527	$7,608
3-4 years	$143,902	$4,485
5-6 years	$146,847	$4,404
7+ years	$163,864	$4,261
Project Size		
0-20 families	$127,967	$10,009
21-40 families	$146,776	$4,965
41-60 families	$171,373	$3,511
61-80 families	$191,526	$2,778
81-100 families	$181,255	$2,005
100+ families	$253,878	$1,936
Average Household Income		
$0-$5,999	$151,084	$4,867
$6,000-$11,999	$159,985	$5,240
$12,000-$19,999	$155,301	$5,228
$20,000+	$153,113	$6,440
Percent Non-English Speaking at Entry		
0-25%	$152,813	$5,520
26-50%	$161,110	$4,585
51-75%	$164,834	$4,309
76-100%	$165,557	$5,505
Home-Based vs. Center-Based Projects		
Mostly home-based	$153,617	$5,215
Mostly center-based	$182,245	$4,890
Mixed	$155,928	$5,237
Need for Support Services		
1st quartile (least needy)	$155,761	$5,984
2nd quartile	$150,390	$4,761
3rd quartile	$157,836	$5,056
4th quartile (most needy)	$165,966	$5,011
Hours of Parent-Child Together Activities Offered Per Month		
5 hours or less	$160,411	$5,619
6 - 10 hours	$155,234	$4,775
11 - 15 hours	$161,976	$5,082
More than 15 hours	$153,280	$5,550
Hours of Adult Education Offered Per Month		
50 hours or less	$157,223	$5,513
51 – 100 hours	$155,937	$5,356
101 – 200 hours	$150,478	$5,166
More than 200 hours	$163,768	$4,791

EXHIBIT 2.41
ANNUAL PER-PROJECT AND PER-FAMILY FEDERAL EVEN START EXPENDITURES BY SELECTED PROJECT CHARACTERISTICS

PROJECT CHARACTERISTIC	2000-2001 ANNUAL FEDERAL EVEN START EXPENDITURE (N=806 PROJECTS)	
	PER-PROJECT	PER-FAMILY
Hours of Early Childhood Education Offered Per Month		
75 hours or less	$154,306	$5,363
76 – 125 hours	$156,353	$4,996
126 – 175 hours	$154,086	$4,883
more than 175 hours	$162,436	$5,087
Hours of Parenting Education Offered Per Month		
5 hours or less	$156,048	$5,111
6 – 10 hours	$151,847	$5,000
11 – 15 hours	$158,533	$5,341
more than 15 hours	$161,723	$5,358
Total Hours of Instruction Offered Per Month		
150 hours or less	$153,649	$5,372
151 – 300 hours	$154,487	$5,571
301 – 450 hours	$155,704	$4,663
more than 450 hours	$165,915	$4,967

Notes: Average federal Even Start funds represents the average of federal grants reported by all Even Start grantees in the relevant year. It is less than the average reported in Exhibit 1.3 which was calculated by dividing total federal appropriations by the total number of projects funded. Hours of adult education is the simple sum of hours in ABE, ASE, GED preparation, and ESL. Hours of early childhood education is the sum of hours for children of different ages. The rationale for summing the different parts of adult education and early childhood education is that we expected projects offering multiple instructional services to be more expensive (per project or per family) than projects offering fewer services.

Exhibit reads: In 2000-2001, Even Start projects one to two years old spent an average of $7,608 per family.

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CHAPTER 3: SERVICES AND ACTIVITIES IN THE 18 EDS PROJECTS

This chapter describes the services and activities provided in the 18 Even Start projects that participated in the Experimental Design Study (EDS). It examines the ways in which the EDS projects organized and offered their services. The information is based on two-day site visits conducted in the 1999-2000 and 2000-2001 program years. The visits included interviews with staff from Even Start and collaborating agencies, observations of early childhood and adult education classes, and interviews about program costs. Key findings from this chapter are:

- In the 18 EDS projects, adult education was generally center-based, co-located with early childhood education services, and provided by staff from collaborating agencies.
- In the 18 EDS projects, parenting education was provided through parenting classes, home visits and PACT time. Parenting education had a dual focus on literacy issues as well as on life skills information (e.g., transportation, nutrition, health).
- Thirteen of the 18 EDS projects provided their own early childhood education, either co-located with adult education classes or nearby.
- Based on the Early Childhood Environment Rating Scale (ECERS), early childhood education classrooms observed in the EDS were comparable in overall quality to Head Start classrooms. In spite of this, half of the early childhood classrooms scored below 5.0 on the ECERS. Staff-child interactions were generally positive and age-appropriate; however, language and reasoning skills were not frequently encouraged by the staff.
- Most Even Start classrooms in the EDS had books displayed and available for children to use, and all had a library or reading corner or area. In all the classrooms, there was a specific area set aside for book reading, the books were appropriate for a range of reading levels. Nearly 90 percent of the classrooms had a distinct area set up for writing, stocked with paper and writing tools. Compared with Head Start, Even Start classrooms had fewer books available to children, and were less likely to have writing areas and tools for writing or displays of children's written work.
- The EDS projects spent 55 percent of their federal Even Start funds on instructional services: 34 percent for early childhood education, 12 percent for adult education, and nine percent for parenting education. An additional nine percent was spent on support services. Thus, almost two-thirds (64 percent) of the EDS projects' federal funds were spent on the direct provision of services. Remaining federal funds were spent for program administration and coordination (20 percent), evaluation (six percent), case management and recruiting (four percent), and a variety of other functions (six percent).

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SELECTING PROJECTS FOR THE EDS

The 18 EDS projects are not a nationally representative sample of all Even Start projects. Instead, they were selected purposively based on the following criteria. First, the project had to minimally meet Even Start's legislative requirements. The EDS was to be conducted in projects that were operating as intended in the Even Start legislation. For example, each project needed to offer all core services, recruit the neediest families, provide home visits to families as well as some time for the parent and child to learn together, and operate on a year-round basis.

Second, the project had to provide either moderate or high intensity services, relative to the population of Even Start projects. Center-based projects needed to offer at least 13 hours per month of early childhood education at the preschool level, nine hours per month of adult education and five hours per month of parenting education. In this way, projects providing only minimal services were excluded from the EDS. An exception to these levels was made for home-based projects, which offer more individualized but less intense services than center-based programs (one home-based project was included in the EDS).

Third, the project had to have the capacity to recruit at least 30 new families and be willing to randomly assign 20 families to Even Start and 10 to a control group. To meet the requirements of the research design, projects needed to have an adequate pool of eligible families, the space to serve new families and the willingness to allow the families to be assigned randomly to the program or a control group.

Information about the extent to which projects met these criteria was taken from ESPIRS data and verified first by telephone calls and then by site visits. In addition, projects were characterized by geographic area, location in an urban or rural community and proportion of Hispanic ESL families served. The sampling and site selection process was divided across two program years -- 1999-2000 and 2000-2001. Eleven projects began the study in fall 1999 and another seven projects began the study in fall 2000.

OVERVIEW OF EDS PROJECT OPERATIONS

The 18 EDS projects are distributed across 14 states in all regions of the country. Five projects were relatively new and had been in operation only two years at the time of the site visits, while four projects had been in operation in some capacity for more than eight years[29] (Exhibit 3.1). The majority of the projects are in urban areas and provide services predominantly to Hispanic ESL families. Seventy-five percent of the families in the EDS identified themselves as Hispanic or Latino, compared with 46 percent in Even Start projects nationally. Further, 83 percent of the EDS projects are in urban areas, compared with 55 percent of Even Start projects nationally. Thus, compared with the Even Start population, the 18 EDS projects over-represent

[29] The federal requirements on the length of time an Even Start project can be funded has changed over time. The original legislation stipulated that projects could only be funded for two four-year grant cycles. However, projects could reapply as "new projects" for additional grant cycles if they changed substantially. The most recent reauthorization does not set a time limit on funding to individual grantees.

projects that serve ESL Hispanic families in urban areas. While such over-representation means that care should be taken in applying the findings to Even Start projects as a whole, almost 50 percent of the families served by Even Start are Hispanic and about 50 percent of the projects are in urban areas. Hence, the EDS findings do apply to an important and growing part of the Even Start population. A brief sketch of the key components of each EDS project is given below.

Decatur, AL. This Even Start project served 35 families, primarily with children under four years of age. The project was in the middle of its second grant cycle at the time of the site visit and maintained an active waiting list. Early childhood education classes were offered for children in three separate classrooms: birth to two years, two to three years, and three to four years. Parents were offered ESL or GED preparation during the same time as the children's program, from 8:30 a.m. until noon, four days a week. Principal community collaborators included Athens University and Calhoun Community College. Parent-child time was scheduled twice a week and parenting classes, led either by the director or by a collaborator, took place the other two days. The whole family participated in home visits. During the summer, there was a similar, although somewhat less structured, four-week program and more family activities.

Phoenix, AZ. This project is part of the Isaac School District preschool program which first received an Even Start grant in 1989. It is located on the same urban campus as several other state and federally funded preschool programs. About 120 families participated and received integrated parenting education, adult education and early childhood education on a year-round basis. Services match the school district calendar and follow a "nine-week on, two-week off" model. A five-week summer break occurs in June and July. The parenting education component included two hours of class time per week, parent-child time in the early childhood classroom and monthly home visits. The adult education component consisted of two 2.5 hour classes per week. Even Start children ranged in age from three to eight years; the greatest proportion of children were preschool-age and participated four mornings a week, Monday through Thursday, for four hours.

Montclair, CA. The project in the Montclair–Ontario School District built on existing pre-kindergarten and kindergarten classes in three elementary schools. Each of the three sites had the capacity for 25 Even Start families. Even Start participants did not have separate classes. Rather, they were integrated into existing adult and child programs at the three schools. Four- and five-year-olds attended pre-K and kindergarten at the schools. Younger children received home visits. Adult education, primarily ESL, was taught at the elementary schools by staff from the local adult education center. Parenting education classes were offered twice a month, and parents were required to volunteer in their child's classroom at least twice a month. Each family received two home visits per month in which activities are coordinated with those in the early childhood classroom. The Montclair-Ontario district in which the project operates has year-round school.

Carrollton, GA. This Even Start project is part of a comprehensive approach to services offered by the Carroll County Parenting Program and jointly sponsored by the county's Board of Education and the Department of Family and Child Services. The project, which received its first Even Start grant in 1994-95, had the capacity to serve 65 families. The project focused on teen mothers who were at risk of dropping out of high school and was designed to help them

complete a high school diploma. Project staff worked with high school counselors to coordinate services for parents. The project provided ABE and GED preparation classes for teen mothers who dropped out of high school. Four-year-old children participated in the state's universal pre-K program; five-year-olds were enrolled in public kindergartens. Children under age four were grouped by age into four classrooms at a child care center adjacent to the high school. A two-hour parenting group was conducted weekly during lunchtime. Home visits, using the Parents as Teachers curriculum, took place one to six times a month, depending on the needs of individual families. During the summer, early childhood, parenting education, home visits and GED classes continued on the same schedule; in addition, during the summer of 1999, project staff offered a one-month seminar on parenting and life skills that was attended by about 20 parents.

Godfrey, IL. This project, administered by the Lewis and Clark Community College, is located in a strip mall that also houses Family and Community Services (FCS), a local agency that operates an early childhood program. Even Start children attended Head Start, Early Head Start or a early childhood program operated by FCS. Even Start provided on-site GED classes four days a week from 8:15 a.m. to 2:15 p.m., home visits twice a month, a half-hour of parent-child activities four days a week and weekly parent groups. A counselor from FCS was on site once a week and was available to meet with Even Start parents upon request. The project, in its fourth year of operation at the time of the site visit, served about 20 families and children from birth through age seven. The staff has operated a family literacy program in collaboration with a local Head Start program and the local community college since 1991. Services were offered year-round, with a program for school-age siblings and field trips during the summer.

Wichita, KS. Located in the Little Early Childhood Education Center, this project is an integrated part of the school district's early childhood education program which first received an Even Start grant in 1989. The project served about 35 families at a time, with children from birth to five years of age. For older children and other family members, the project offered an array of after-school activities, special events and home visits. Parents and preschool children attended Even Start seven hours a day, four days a week. For parents, 16 hours a week were spent in adult education classes, four hours of which were spent working independently on academic studies in the project's computer lab. Two hours per week were spent in the computer lab learning job skills. Four hours per week were set aside for parenting classes and two hours for parent-child time. Each family received five or six home visits during the school year. The first Friday of each month was reserved for staff meetings; home visits took place on the remaining Fridays. Class time was unchanged during the summer except for a month's vacation in August.

Kansas City, KS. The Even Start/TEACH Family Literacy Project is part of the Kansas City School District and served 23 families, with children three to eight years of age. At the time of the site visit, the adult education, early childhood and parenting components were located at the M.E. Pearson Elementary School. In January 2001, they moved a few blocks to larger space in the Lowell Elementary School. ESL classes ran for two hours in the morning and GED classes ran for two hours in the afternoon, four days per week. Child classes followed the same schedule as adult education, and both operated throughout the August-June school year. At the end of morning and afternoon adult education classes, parents and children came together for joint activities. Parenting education classes took place weekly for an hour; home visits occurred primarily in the summer along with Reading is Fundamental parties and field trips. Other

services included bus passes for transportation to and from classes offered through the Kansas City Public Housing Office and translators provided as needed through the KCK School District.

Shelbyville, KY. The Ohio Valley Educational Cooperative (OVEC), 13 school districts in the northwest corner of Kentucky, is the fiscal agent for the Shelbyville, KY Migrant Education Even Start (MEES) project. The area served by the project spans about 120 miles and is divided into four administrative regions, each with a coordinating teacher and project staff. The project, coordinated by a director and her staff at the OVEC office, was at the end of its second grant cycle at the time of the site visit. Full capacity for the project is 75 families. Early childhood classrooms served children from birth to five years of age and used the *High/Scope* curriculum. The adult education program consisted of ESL lessons, administered by the MEES staff, which incorporated life skills as well as pre-GED training. Most adult education activities also incorporated parenting topics. Parents and children began their day with a meal together and up to 30 minutes of parent-child activities. The project switched from a home-based to a center-based program in the fall of 1999. The frequency of home visits varied by region.

Bloomington, MN. This project is administered by the Bloomington School District's Community Education Division in collaboration with the local public health department. At the time of the site visit, the project was in its third year of operation, building on a previous eight-year family literacy program that had operated with the same director. The project is housed in the F. Wilson Pond Family Center where Even Start has its own infant, toddler and preschool classrooms and an administrative office, and shares two adult education classrooms with the district's other parenting and adult education programs. Families attended the program from 9:00 a.m. to 1:00 p.m. Monday through Thursday. The majority of adults were learning ESL. Each day, parents and children attended separate classes from 9:00 a.m. to noon, then met for parent-child activities from 12:00 p.m. to 12:30p.m., followed by lunch. Project staff conducted monthly home visits. Support services included transportation to and from the center by van, breakfast for children, and lunch for parents and children. At the time of the site visit, the project was serving 22 mothers and 32 children. A somewhat shorter summer program ran for six weeks during June and July and incorporated one field trip per month and more time outside.

Mountain Grove, MO. In operation since July 1998, this project is located in the Family Education Center, a ranch-style duplex renovated and maintained by the city. One side of the structure houses the Even Start administrative offices and early childhood classrooms while the other side houses the Adult Learning Center's GED/ABE class, supported by the Division of Family Services. Parents and children attended Monday through Thursday from 8:00 a.m. to 3:00 p.m. Core services consisted of daily parenting education classes, early childhood education provided in either an infant/toddler or preschool classroom, a GED/ABE class, parent and child together time and monthly home visits provided by a family educator using the *Parents as Teachers* curriculum. While the focus of the project was on children birth to five years of age, older siblings were included during school vacations. At the time of the site visit, eight families were enrolled, with eight children in the infant/toddler class and six in the preschool class. The project offered a number of support services, including transportation to and from the project, breakfast for the children and lunch for both children and parents.

Syracuse, NY. This home-based project in Onondaga County is a partnership between the Consortium for Children's Services, which provides the early childhood education and parenting education, and the Board of Cooperative Education Services that provides adult education services. Early childhood education and parenting education were provided by a family educator during 90-minute weekly home visits. The project collaborated with Head Start and public preschool programs for children age three or older. Adult education services included (1) home tutoring for parents with less than an eighth grade reading level, where parents received weekly home visits and a packet of instructional materials that they were expected to work on one hour a day; (2) home study for parents with more than an eighth grade reading level, where parents received home visits every other week and materials geared toward preparing for the GED test that parents are expected to work on six hours a week; and (3) formal GED classroom instruction. At the time of the site visit, the project was serving 51 families and about 100 children, most of whom were less than four years old.

Oklahoma City, OK. This project, part of the Oklahoma City School District, has been in operation since 1990. The original site is now a mentoring site, and there are three newer satellite sites. Two of the four sites are located in Title I schools and two are in neighborhood churches. The original mentoring site, which is also the largest site serving about half of the total enrollment, is now supported by Title I funds; the three other sites are supported by Even Start funds. The project served approximately 120 families and 140 children. About one-third of the children were less than two years old and the rest were between two and five years of age. In three of the four sites, where families are recent immigrants from Mexico, adult education focused on ESL instruction and GED preparation conducted in Spanish. In the other site, most adults participated in GED classes in English. Early childhood education was provided at the same time as adult education classes. Parent education included a weekly one-hour parenting class taught by the adult education teacher; weekly play groups for parents and children; and weekly home visits. The project continued in the summer on a reduced schedule—about one-third of the families participated and the focus was on parenting education.

Reading, PA. This project, also growing out of one of the original Even Start grantees, is administered by the Reading Area Community College (RACC) and offered early childhood education classes, GED and ESL adult education, parenting sessions and parent-child activities at RACC and a local church. The project primarily served Hispanic families with adults attending ESL classes. The early childhood component included children 18 months to seven years of age, using part of the *High/Scope Curriculum* and *Assured Readiness for Learning*. Adult education was taught by RACC staff. The project provided monthly home visits, transportation to and from all classes, childcare for younger siblings and some older siblings, and translation services if needed. At the time of the site visit, 41 families were enrolled. The project operated a summer program for adults and children at the church site, where two days a week were spent in classes, one day at the library and one day for an educational field trip.

Austin, TX (ASPIRE). This project is run by a non-profit organization, Communities in Schools, which operates a number of educational programs throughout central Texas. Even Start had classroom space in an elementary school, on a campus that encompasses at least a dozen portable classroom buildings, and in a church site across the street. There were typically 40 to 45 families enrolled at any given time, mostly recent immigrants from Mexico. The project

offered infant and toddler classes for children under age three; children older than three attended either Head Start or the district preschool. The project collaborated with HIPPY and Parents as Teachers for home visits and some parenting groups, used Even Start staff to provide ESL instruction, and collaborated with a local community college for GED preparation.

Austin, TX (AVANCE). Run by AVANCE, a private, non-profit, community-based organization serving Hispanic communities in the Southwest, this project operated early childhood and adult education classes at two sites, the Allan and Palm elementary schools, in the city's most disadvantaged neighborhoods. At the time of the site visit, the project served approximately 60 families. Parents and children attended classes two days a week for four hours a day. Parenting education was a strong focus, with an hour-long parenting education class each day and one home visit per month. Early childhood classes were held for children from birth to four years of age in a former elementary school classroom, which was divided by bookshelves into space for infants up to 18 months and children 18 to 48 months of age. The AVANCE parenting units provided the context for the early childhood classroom activities. Older children and other adult family members were involved in monthly home visits and scheduled special events. During the summer, the project operated on a reduced two-hour per day schedule.

Houston, TX. This project is in its second grant cycle, and most staff members have been with the project since its inception. Even Start provided bilingual activities for the 50 enrolled families and operated four days per week in an elementary school. There were two morning childcare rooms: one for children 14 months to 2.5 years, the second for children 2.5 to four years. In the afternoon, the older group went to Children's House, a preschool led by a teacher from a local Montessori program. Most adults attended ESL classes at the elementary school at the same time that their children were in childcare or preschool. GED classes and an evening ESL class were offered at the Houston Learning Center, a few miles from the school. Parent activities included a mother/baby class offered once a week for mothers with children from two to 14 months old, weekly parent-child activities on the one day that childcare and preschool were not offered, weekly parenting classes, and home visits at least twice a month. The project operated an after-school program for school-aged children one afternoon a week.

San Angelo, TX. This project operated at three of the district's elementary schools. Over the course of the school year, about 70 families were enrolled across the three sites. At each site, adult education classes, including ESL and pre-GED preparation, were taught by teachers from Coop-42, a 29-county collaborative that provided adult education in the community for more than 30 years. An early childhood program operated concurrently with adult education, five mornings a week from 8:00 a.m. to 11:30 a.m., for children between nine months and four years of age. Parenting education included a one-hour segment of the adult education class one morning a week, daily parent-child time held at the conclusion of class time each day, and monthly home visits. During the summer, the project ran two days a week instead of five to allow time for staff vacations, program planning and professional development. Project activities continued year-round except for a three-week summer vacation.

Norfolk, VA. All center-based services for this project took place at the Berkeley Campostella Center, an elementary school and an early childhood center that was open from 9:00 a.m. to 2:30 p.m. weekdays. Nearly 250 three- and four-year-old children from low-income

families attended preschool daily at the center. About 45 families were enrolled in Even Start, and their preschool children were part of the center's program; children under age three attended separate Even Start classes. Parents who were not employed during the day attended adult education classes held at the same time as the children's program, with time set aside for parenting group discussions and work preparation activities. For parents who worked during the day, an evening GED preparation class at the Norfolk Adult and Vocational Education Program was taught by the same teacher who led Even Start classes during the day. Every family in the project received at least one home visit per month, more frequently if special needs arose. Participants received an array of support services including transportation; before- and after-school childcare (for working parents); health services; daily breakfast and lunch for parents and children; and speech, hearing, and vision screenings as well as dental check-ups for children.

How EDS Even Start Projects Implement the Program Elements and Other Key Program Features

This section presents qualitative information examining the ways in which the 18 EDS projects implement Even Start's program elements. These data were gathered during site visits conducted in the 1999-2000 and 2000-2001 program years. The discussion differs from the presentation in Chapter 2, where we presented statistical summaries describing the universe of Even Start projects.

Identify and Recruit Families

While nearly all EDS projects began recruiting with an initial effort in the late summer or early fall, recruiting generally continued on a year-round basis. In this way, projects ensured that they had full classes of both children and adults at the beginning of each new school year. Most projects involved all early childhood education and parenting education staff in recruiting, although a few used just administrative staff, such as the coordinator or case managers.

Projects used a variety of recruiting techniques including distributing fliers and brochures, placing public service announcements on Spanish radio, running newspaper ads and referrals from community social service agencies. Many Even Start staff made presentations at events such as kindergarten registration, PTA meetings, local church meetings, community events and fairs, and housing project forums. Some projects provided opportunities for visits or tours of the program in operation. Four EDS projects relied heavily on "word of mouth" to find new families similar to those they are currently serving; these projects were all in their second or third Even Start grant, and presumably well-known in the community. Ten other projects used word of mouth in conjunction with other recruitment techniques.

There are two ways to think about recruiting the neediest families. One way is to ensure that participants are the neediest *among those who apply* to participate. Most projects screened applicants for social and emotional risk factors in addition to testing for skill levels (see next section). Several developed screening inventories and selection forms which generated a rating

or score to determine which families were most at risk within the applicant pool. For example, the project in Phoenix, AZ had a three-page screening questionnaire, completed during a home visit, that asked about a family's income, education, employment and a number of other need characteristics, in addition to their willingness to participate in the core services. Applicants who had the highest need score and were willing to participate in all instructional components were considered to be top candidates. Similarly, in Shelbyville, KY, families were given points f residency in a local housing development or Title I attendance area, recent immigrant or limited English proficiency, parents' lack of a high school diploma, low household income, teen and/or single parent status, and commitment to full program participation.

The second way to recruit those most in need is to identify the neediest families *from the community at large*. Many projects aimed to accomplish this by seeking referrals from social service agencies, such as welfare offices or school departments (e.g., adult education, early intervention). Twelve of the EDS projects used such referrals as one of their recruitment strategies, and a few relied on this approach as their primary recruitment method. For example, the project in Norfolk, VA focused on residents from public housing authority buildings and determined need based on parents' education level, age, income and number of children. Some Even Start projects asked families about their receipt of public assistance such as WIC, food stamps, and Medicaid, or the children's eligibility for free- or reduced-price school lunch.

Less frequently, projects collected data to identify those most in need. One example of this is AVANCE in Austin, TX where, in preparation for their Even Start application, staff reviewed a neighborhood needs assessment conducted by the local Community Action Network. From this report, they identified neighborhoods by zip code where residents were rated as having limited English proficiency, a median income less than half the county average, and where more than half of the elementary school children failed the Texas basic skills test. Even Start staff then went in teams to knock on doors and recruit families from these neighborhoods. Staff from the Kansas City project also went door-to-door in low-income neighborhood surrounding the elementary school where Even Start was located.

Fewer than half of the EDS projects had waiting lists. Most frequently, families were turned away or put on a waiting list because the early childhood classrooms were full. Only in rare cases were families excluded from the project because they were ineligible or not the most in need.

Screen and Prepare Families

All of the EDS projects reported having a system for screening adults and children using a variety of standardized tests and rating systems. For adults these tests were typically the Tests of Adult Basic Education (TABE), Basic English Skills Test (BEST), Comprehensive Adult Student Assessment System (CASAS), or Test of English as a Foreign Language (TOEFL). Children were most frequently assessed with the Denver Development Screening Test or the child measures that have been used in the national Even Start evaluation: Preschool Language Skills (PLS3), Preschool Inventory (PSI) or Peabody Picture Vocabulary Test (PPVT). Some

projects completed a medical history for the parent and child, completed a child health screening, or conducted a special needs or early intervention assessment for each child.

Even Start projects used a variety of enrollment strategies, ranging from intake interviews to large group meetings. Whatever the format, most projects used the enrollment interview or meeting to describe the Even Start program and its policies, such as minimum attendance criteria, expectations for length of enrollment and termination policies. Following the initial informational meeting, an official application was completed by potential participants, usually working with an Even Start staff member. Beyond the initial enrollment meetings, some projects visited each family while others held special events and classroom tours. The Wichita, KS project had a two-week orientation at the end of August. Even Start staff described each component of the program, project rules and expectations; administered assessment tests for placement purposes; and introduced a calendar planner designed to help families learn organization skills. At the end of the two-week orientation, after all paperwork was completed, the staff social worker made a home visit to each family. Staff in Wichita believed that this comprehensive approach to enrollment ensured that families understood the commitment involved in participation and helped to keep their dropout rate to only one or two families a year.

While not all projects had as long an orientation period as Wichita's, 10 EDS projects had a trial or probation period during which Even Start staff assessed a family's commitment to the project and families had the chance to learn about project services and requirements. In most projects, these were not formal probation periods where parents were put on notice about their possible termination. Rather, they were extended enrollment periods during which families learned about the project, completed in-take forms, and, in some cases, participated in project services. Some projects purposefully extended the time needed to complete the enrollment process to be sure that families understood all requirements. The typical length of the probation period was two to four weeks, although one project had a three-month probation period.

Ten EDS projects required participants to sign a contract or participation agreement prior to enrollment. The contracts usually specified the project's enrollment requirements including participation in all instructional services, attendance policies and expectations about length of participation. For example, some projects asked families for a one-year commitment. The contract ensured that parents understood expectations and agreed to meet minimal requirements.

EDS projects had an average 25 percent dropout rate (reported by project staff) between initial screening/recruitment and enrollment. The numbers varied widely among projects, however, from as few as one or two families to as many as 75 percent of applicants. Reasons commonly cited for this early attrition were that the parent got a job with a conflicting schedule, the family misunderstood program expectations and time commitment, the family moved, or the family was either experiencing some sort of crisis or the mother was ill or pregnant. Less frequently, projects encountered objections from a family member to having young children or a spouse in school. Occasionally, staff simply could not find a family who had been referred by a social service agency (e.g., families without a telephone or those who are homeless).

After enrollment and any probation period, the average dropout rate in EDS projects was only about 15 percent. In about half of the projects, the dropout rate was 10 percent or less;

however, it was 50 percent in one project and 25 to 30 percent in three other projects. Some families left the program on their own, for the same reasons cited above for early attrition—the parent got a job or the family misunderstood the time commitment or program expectations. Families sometimes were let go by the project, most often because of poor attendance. Projects were reluctant to drop families, but want to enable interested families to participate.

Maintaining attendance was emphasized by most EDS projects. Many used incentives to engage families in program activities such as parents' night out, family nights, holiday parties, picnics and field trips. The Godfrey, IL project held a pizza party if all of the parents attended both of the parent-teacher conferences. Projects also held special monthly incentive events for those with good attendance, or gave out attendance coupons or program certificates that could be used for purchases at local stores or from supplies maintained by the Even Start project. For example, Carrollton, GA had an incentive program called "Baby Bucks." Parents received special coupons for accomplishing goals such as bringing in their child's immunization forms, reading to their children and making good grades in high school. Once a month, the center opened the Baby Bucks Store, where students could trade coupons for educational and child care materials (e.g., baby products, school supplies, children's books). The project obtained merchandise for the Baby Buck Store from local merchants and community organizations.

Provide Support Services and Flexible Scheduling

Each center-based EDS project offered early childhood classes that met at the same time as adult education classes. This scheduling overlap provided an enriching experience for children, while enabling parents to attend adult education classes. Five projects offered adult education during the evening or the opportunity to join community adult education classes held at night. Childcare was less likely to be available for evening classes, when young children might be at home with another relative or asleep. However, the Shelbyville, KY project provided early childhood classes during early evening adult education classes. Projects made other accommodations for working parents. For example, the Decatur, AL project allowed working parents to attend classes two days/week and required parents without a job to attend four days/week. In addition to childcare, the most frequent support services were transportation and meals for parents and children, typically provided by the cooperating local school district. Transportation to was provided for parents and children in eight EDS projects.

Provide High-Quality, Intensive Instructional Programs

Each Even Start project was mandated to provide high-quality instructional services, of sufficient intensity to lead to positive outcomes for families. Beyond this, the legislation in place at the time of this study did not specify what was meant by quality or intensity.

Adult Education. Seventeen EDS projects provided center-based adult education. The one exception was Syracuse, NY where Even Start was home-based and the majority of services were provided during weekly or biweekly home visits. During home visits, an adult educator worked individually with a parent on reading and math exercises and gives assignments for the

parent to complete before the next visit. In most other projects, the adult participant, typically the mother, attended classes at the same time as Even Start children, generally during the day. A summary of the adult education provided in the 18 EDS projects is given in Exhibit 3.2.

Adult education classes were often located at the same facility as early childhood education classes. All EDS projects offered adults a choice of classes, including GED, adult basic education, and ESL, depending on their initial academic skill level and English language proficiency. In most cases, the ABE/GED classes included students at a variety of ability levels ranging from basic to high. In contrast, ESL classes tended to be limited to students at the same proficiency level (e.g., basic/introductory or intermediate/advanced). Several EDS projects offered classes on career or job-related skills as part of adult education (e.g., word processing, writing resumes and business letters, appropriate behavior and dress for a job interview and the workplace). For example, the Wichita, KS project, in collaboration with a local employer, developed a career education program called "School to Career," that was designed to meet job requirements at its manufacturing facilities and those of other local employers.

An ESL Class in San Angelo, TX

In a small classroom, 11 students sit at three tables arranged in a U shape. Near the end of the class, the teacher introduces a new game. He hands out three flashcards to each student. Each card has a different part of speech printed on it in English. The teacher explains that students must pin the cards to the bulletin board at the front of the class, cooperating to combine the words into six complete sentences. He put up the first word of each sentence. The rule is that students must use all of their cards. They begin slowly, but the game begins to gain momentum as students start rearranging their initial attempts to form sentences that use all of the words. There is a lot of cooperation among students and encouragement from the teacher. All of the students stay engaged, laughing and chatting, and clearly enjoying the game. The sentences that they produced are grammatically correct and creative: "This mud is in the shoe," "The circus is good for you," and "I am at the dance."

Adult education was the component where EDS projects most often relied on existing services and personnel. As Exhibit 3.2 shows, in all but two of the projects, adult education teaching staff were associated with a community college or other local adult education agency. In some cases, the adult education agency was the Even Start grantee (Reading, PA, Godfrey, IL, Kansas City, KS), and staff salaries were paid through the Even Start grant. However, in most other EDS projects, adult education salaries were an in-kind contribution from the collaborating agency or a combination of Even Start and collaborator funds. One exception was the project in Norfolk, VA, where Even Start children attended a district preschool funded with Title I and state funds, and adult education was added for a subset of families under the Even Start grant. In most of the EDS projects, adult education classes were held at the Even Start facility. Occasionally, Even Start participants joined other community classes, off-site, for adult education programs. This was especially true for evening classes or for more advanced students.

Welfare reform affected the EDS projects, particularly the intensity of adult education services. The projects in Oklahoma City, OK and Reading, PA increased class time so that adult education would meet the state's school/training requirement. The Mountain Grove, MO and Kansas City, KS projects already met the state requirements for workers receiving TANF or transitional assistance. In several projects, Even Start hours do not meet the state minimum hours requirement set by TANF, but these projects served mostly ESL students who were not on welfare. One project director noted that welfare families who need to meet education requirements might be less likely to enroll in Even Start if the hours are below TANF standards.

A GED Class in Carrollton, GA

This GED class is conducted in a large mobile trailer divided into two large rooms. It is 11 a.m. on Monday and four teen parents sit around a large table. The teacher explains that the group will work on math using a pumpkin pie recipe, which she distributes to the students and reads aloud. She incorporates general information into the discussion, such as what "tsp" stands for, how long powdered spices last, and differences between evaporated and condensed milk. The teacher then explains that the class will multiply and divide the ingredients listed on the recipe. She asks, "How much sugar do we need for half of the recipe?" Students respond, and the teacher writes the answers on a white board. After about 15 minutes, the teacher directs students to figure out the halved ingredients for the rest of the recipe. While students work individually on the fractions, the teacher walks around the table looking over the students' work. She also talks about how to read food labels on cans and the relationship between nutrition and good health. After students have written the fractions on a white board, they pick out a prize for finishing the task. The prizes, which the teacher brought to class, include bottles of baby shampoo, boxes of baby cereal and coupons for baby products.

Adult Education Instructional Materials. Adult education classes used a variety of materials to teach adults English, improve reading skills and prepare adults for the GED. In all of the ABE/GED classes and most of the ESL classes observed, there were textbooks, other books (e.g., works of fiction) and workbooks (Exhibit 3.3). All of the ABE and GED classes used commercial textbooks and workbooks. Examples included Steck-Vaughn's PreGED and GED books and workbooks; Contemporary's *Math, Number Power*, and *Communication Skills that Work*; and Glencoe/McGraw-Hill's *Essential Mathematics for Life, English Workout*, and *Language Arts for the Workplace*. The majority of classrooms also had reference materials, such as dictionaries and encyclopedias, and other reading materials, such as magazines.

The textbooks that were observed in ESL classrooms in the EDS sites included Laubach's *Way to Reading Skills*, VISTAS: *An Interactive Course in English, Real Life English, Side by Side, Reading for Today, Step by Step*, and *Cross Roads Café*. However, in several other classrooms, the ESL instructors did not use a formal text, but rather used everyday materials such as fliers from the local grocery store, magazines and the "family pages" from the newspaper. In addition, ESL classrooms had curriculum materials developed by the teachers, such as flashcards, games and math problems.

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Computers were visible in 63 percent of the ESL classes. Students used software programs such as *Let's Talk English* and *Triple Play Plus*, although, in general, individual work on the computer was not that common in the ESL classes observed. In contrast, all of the ABE and GED classes observed during the site visits had computers available for students, either in the adult education classroom or in a computer lab nearby. The computer programs in use included *US Basics, INVEST, Playtell* and *Passkey*. In Bloomington, MN, the adult education teacher incorporated the computer into assignments that involve multiple skills, such as a geography lesson to research a country on the Internet and then write a letter to the country's embassy for further information. Students practiced skills in a computer lab or separate class session. For example, in Austin, TX, computer instruction took place on Friday mornings; in Godfrey, IL, students spent two hours on two or three afternoons in the computer room.

An Advanced ESL Class in Reading, PA

This advanced ESL class is held in a spacious classroom at a local church. Five tables and chairs are in the middle of the room. The room contains several blackboards, a crib, a computer, a small piano and children's toys. About 13 students are present, both Even Start and community members.

During the class, the instructor introduces a math game in which she passes out 10 playing cards to each student. The goal is for the students to come up with the highest number from their combination of cards. For example, if a student received one 5, three 3s, four 2s and three 8s, the highest value of their hand would be 88,853,332,222. As each student calls out the value of their cards, the instructor writes them on the board. Students with the highest values win candy. Following the math game, the instructor passed out a worksheet with caricature-type pictures of idioms (e.g., "up to his ears in work") and asks the students to explain what the idioms mean. Next, the students break into three small groups to work on different reading/writing activities, such as comprehension exercises using a worksheet with a short story and questions, or listening to a story on tape and answering questions.

Quality of Adult Education Instructional Services. As part of the site visits, observations were conducted in adult education classrooms. An effort was made, wherever possible, to visit both an ABE/GED preparation class and an ESL class at each site. Across the 18 EDS projects, observations were conducted in 10 ABE or GED classes and 16 ESL classes. During each observation, the classroom instruction was rated on four dimensions:[30]

- ***Pace*** of instructional activities and teacher/student interactions (e.g., the class starts on time, no "down time" during class, students engage in different tasks during the class, activities stay focused on instructional tasks, teacher uses many instructional approaches).

[30] These dimensions were developed as part of the Department of Education's ongoing study of adult education programs for first level learners. Findings from that study, including comparative data on how adult education classrooms are rated on these dimensions, will be available in the near future.

- ***Energy*** or enthusiasm of the instructor (e.g., engages in a steady flow of interactions with learners, moves about the classroom, monitors small group and individual activities).
- ***Engagement*** in the instructional activities by learners (e.g., asks questions, answers instructor's questions, all students are involved, practice skills learned).
- Extent and appropriateness of ***Feedback*** from the instructor to learners (e.g., provides praise, asks/answers questions, checks understanding before moving ahead).

On average, the pace and energy of the teacher were higher in ESL than in ABE/GED classrooms (Exhibit 3.4). Further, the 10 ABE/GED classes were rated on pace as either low or moderate, while 15 of the 16 ESL classes were rated as either moderate or high. These differences on pace and energy reflect the tendency for GED classes to focus on workbooks, text and individualized student work, compared with ESL classes where activities were more likely to involve the entire class and include games and other fast-paced exercises. ABE/GED and ESL classes were rated as quite similar on feedback and engagement among students. Although engagement was rated slightly higher in ESL classes than ABE/GED, a mix of classes of each type were rated as moderate or high on these dimensions. The average rating of feedback to students was the same in each type of classroom.

Parenting Education and Parent-Child Activities. In all except the one home-based project, parenting education was provided through multiple service delivery modes including group parenting classes held on a regularly scheduled basis, individualized parenting education conducted during monthly home visits, and PACT time, usually a part of the early childhood education classes. Formal parenting education classes most often provided instruction and information in two broad topic areas: (1) parenting skills (e.g., communicating with children, fostering language development, providing verbal stimulation), and (2) life skills information (e.g., local transportation services, anger/stress management, income tax information, immigration laws, and health issues). A summary of center-based parenting education and parent-child activities in the 18 EDS projects is given in Exhibit 3.5.

Typical parenting education classes were held at least weekly and were run by the Even Start coordinator or early childhood education teachers. Most projects used published curricula in their parenting education classes. Nearly three-quarters used *Parents as Teachers*, a nationwide parent education and family support network. The program includes materials for home visits and group meetings that encourage child development and positive parent-child interactions for parents of children up to age five. The projects in Phoenix, Kansas City, Wichita and San Angelo used *Successful Parenting*, a six-week video series available from Active Parenting Publishers, which presents information on topics such as self-esteem, discipline, communication within the family, and successful parent-teacher conferences. Parenting education in Bloomington, MN incorporated a violence-prevention program, *Second Step*, that teaches empathy, identification of emotions, impulse control and problem solving. Other curricula used in the EDS projects included *HIPPY*, High/Scope's *Parenting Presentations, Systematic Training for Effective Parenting (STEP), Practical Parent Education* and AVANCE's 27-week *Parenting Curriculum.* Many of these curricula focus on child development and parent-child communication. Their goal is to help parents understand children's capabilities at different ages so that parents can provide activities to support development and engage in positive parent-child interactions.

Even Start projects used materials and activities in parent groups to support child development, early literacy and positive relationships with schools. Parenting groups were used to help parents talk about the importance of play for children and to go over activities that parents can do with their children at home. The importance of literacy for both parents and children was stressed in parenting education in a number of ways. In Mountain Grove, MO parents and staff made books for children using pictures from magazines. In Montclair, CA parents kept journals to present topics for class discussions. In Phoenix, AZ parents read children's books together, ordered discounted children's books for home, and read parenting magazines in English (*Parent & Child)* and Spanish *(Parent)*, which parents kept.

Parenting education incorporated many special topics of interest to parents. At the beginning of the school year in some projects, staff conducted a needs assessment to determine what parents want to learn in parenting classes. In other projects, parenting classes addressed topics related to raising children that are chosen by the Even Start staff. In one project, police officers spoke to parents about safety issues, as well as the child identification process and finger printing. In other projects, local health service personnel made presentations about community health services, providing information topics such as childhood immunizations, birth control, spousal abuse, and breast cancer. At one project, a Homemaker Extension agent talked about sewing, nutrition, and cooking and in another Even Start, a Red Cross representative spoke about the Heimlich maneuver and CPR, as well as other community services available from the Red Cross. A few projects held parent enrichment activities run by the Visiting Nurse Association. For example, in Decatur, AL, weekly parent meetings run by the Nurses Association or the Extension Service covered topics such as health, nutrition and money management.

The Carrolton, GA project started a parenting education activity called "Monday Madness." This was initiated because the teen mothers (who attended high schools scattered widely across the county) wanted more opportunity to get together with one another in order to share their own stories and discuss issues of parenting, such as child behavior management, nutrition and health. The teens were bussed to the early childhood education center after school on Mondays and participated from 3:30 p.m. to 5:30 p.m. in a group discussion on topics such as child behavior management, promoting child development, nutrition, prenatal care and understanding pediatrician's instructions.

Parent-child activities that take place in centers are often called Parents and Children Together (PACT) time and were typically held during early childhood education classes, at either the beginning or end of regularly scheduled activities. Generally, PACT time took place more than once a week. At some projects, activities included arts and crafts or making toys (e.g., finger puppets, bean bag socks) or books, as well as story reading and group singing. At other projects, PACT time was less structured and is a time where children or mothers chose the activity to do together in the child's classroom. In Bloomington, MN, parent-child activities had a different focus each day, including mothers reading to their children (and getting one book a month to keep), teachers reading to the group of mothers and children, making food or play materials together, and playing active games in the center's gym.

Another model for PACT time is for parents to volunteer in their child's classroom. This is generally on a less frequent basis. For example, in Phoenix, AZ and Montclair, CA parents

volunteered in classrooms twice a month. In Montclair, as well as in the ASPIRE project in Austin, parents volunteered in elementary school classrooms that their children attended.

PACT time in many EDS projects emphasized literacy skills, both those of the adult and the child. In AVANCE/Austin, TX each weekly parenting lesson included a toy-making activity. Parents received a "Possibilities Sheet" for each toy, which has a Language Labeling section listing nouns, verbs, adjectives, spatial relations and comprehension. The parent was taught how to use the toy at home to encourage her child's verbal development. In Reading, PA one day a week during PACT time teachers role played for parents how to read to their children. Home visits in Syracuse, NY also included teachers modeling how to read to children.

PACT Time in An ECE Classroom in Austin, TX

At PACT time, seven mothers come into the toddler room from the adult education classroom. The mothers pair up with their children and follow them to different learning centers. The large reading area has two comfortable chairs on a big rug and a number of large pillows; two mother-child pairs settle into the reading area right away. Two other pairs go to painting/crafts where the activity involves using water, food-coloring, and cornstarch to make paint, and pine needles held together with rubber bands as the paint brushes, as part of this month's theme, "Trees Around Us." Other pairs go to the mini-classroom with a child-size blackboard, to the puzzle area, and to the Legos/block area. Every parent-child pair moves to at least one other activity during the 45-minute time block, and every pair stops at the reading center.

Early Childhood Education. Thirteen EDS projects provided their own early childhood education classes for preschool children, either in the same building as the adult education classes or one nearby, generally provided by the collaborating school district. In the other five projects, children attended other programs in the community, such as Head Start, Early Head Start, or the district preschool. All EDS projects provided children with at least two hours a day of classroom experience, with most offering three or four hours, four or five days a week. Two of the projects offered all-day classes. Where space allowed, children were divided into age-related groups, such as infants through 18 months, toddlers 18 to 36 months, and children 36 to 60 months. A summary of early childhood education activities in the 18 EDS projects is given in Exhibit 3.6. Brief descriptions of several early childhood classrooms are interspersed with the text in this section to illustrate the types of activities for children in these classrooms.

Early Childhood Education Curriculum and Instructional Methods. A third of the projects that provided their own early childhood classes incorporated all or some elements from the *High/Scope* curriculum, which encourages active learning where children plan, carry out and reflect on activities in the classroom in a "plan-do-review" sequence throughout the day. A few projects used the *Creative Curriculum* that provides ideas for teachers to foster social/emotional development in young children. The project in Houston sent preschool children to a Montessori program each afternoon, where children are free to choose activities and work independently or in small groups with the teacher responding to children's requests for assistance.

An Early Childhood Classroom in Norfolk, VA

It is 10 a.m. in a pre-K classroom of 16 four-year-olds. This is one of 14 classrooms in a model preschool program funded by Title I and state funds, located in a public housing area of Norfolk. The children are gathered around the teacher (a young, energetic African-American male) and a teaching assistant, all sitting comfortably on the floor for "song time." The first song is "If You're Happy and You Know It, Clap Your Hands," sung in Spanish. All the children are English-speaking African-Americans, but know the Spanish words perfectly and sing with enthusiasm and enjoyment. For the next five minutes, the teacher asks each child in turn to select the next song for the group to sing.

After song time, the teacher moves quickly into practicing the days of the week and months of the year. This involves knowing the days and months in order, as well as spelling them and reading the numbers from one to 30 on a calendar. This exercise combines the whole group reciting or reading, as well as children answering the teacher's questions individually. After a counting game and 30 minutes of free play, the teacher starts singing "It's time to put your things away". Children sing with the teacher as they busily clean up. The cleaning routine is familiar to the children; they not only put things back into proper cubbies, shelves, etc., but also straighten out chairs and wipe tables with wet paper towels, with minimal direction from the teachers. Then it is "quiet time" where children sit down and rest their heads on the table and, when asked by the teacher, tell what they did during free time or answer questions (e.g., how many girls are at the table, what day it is). At 11:30 a.m., the children line up at the door to go to the cafeteria for lunch.

An Early Childhood Classroom in Bloomington, MN

The 12 children gradually arrive with their parents at the indoor gym where they start each day. The teacher and classroom aide greet the parents and children, talking briefly about the events of the morning or previous day. The teacher encourages creative movement and play, and music is on for much of the time. At one point, a tape of Spanish songs is played while the children dance and pretend with colorful scarves. After time in the gym, the group walks to a classroom in another part of the building. It is raining hard outside and some of the children are interested in watching the rain and listening to it fall on the roof. The teacher decides to use the occasion to talk about the rain and have a special snack. The children are given fruit Popsicles and sit on the floor close to a glass door to watch the rain. The teacher talks about the rain, they watch the water splash into puddles, and sing a song about the rain. When the Popsicles are finished, the children walk to their classroom for a period of free play.

In projects that did not use published curricula, teachers developed lesson plans and incorporated activities from many sources. Classrooms were often theme-based, using activities and lessons to tie the current programmatic theme into daily or weekly schedules. For example, in San Angelo, TX, the early childhood classes for infants up to four-year-olds were organized around themes such as the season, development issues (e.g., self-esteem), or the world around us (e.g., the environment, transportation). Materials were changed frequently to provide new stimulation and support classroom themes. Most classrooms had free play, group or circle time and art activities. Children in most Even Start classrooms engaged in activities to encourage literacy, such as story time or group reading, dramatic play based on fiction stories and reading books during PACT time. Other literacy activities observed were teachers writing down children's ideas, rebus writing games, show and tell, experience charts and object identification.

An Early Childhood Classroom in San Angelo, TX

The classroom for children from nine months to four years of age has clearly-labeled activity centers and is taught by a lead teacher, an aide, and a foster grandfather volunteer. Because of the large age range among children in the room, free play predominates as the teachers circulate to help children with their activities. Several times during the morning, the lead teacher gathers a small group of children together in the book area to read a story. Before beginning the story, the teacher has each child put on a small *Superman* cape that she calls the "reading cape." This helps the children stay on task, listening carefully to the story and sitting quietly. As new children wander over to hear what she is reading, she stops briefly while each is helped on with a cape before continuing with the story.

An Early Childhood Classroom in Austin, TX

Children in the 18 to 48 month group are learning colors in English and Spanish. The class has a colorfully decorated small "car" made from a large cardboard box, which is open on the top and bottom, and has a set of cloth straps attached to the top opening. There is a coordinating "traffic light" also made from recycled cardboard materials designed to be used with the car. One of the teacher aides puts the straps of the car over the shoulders of a young boy. Asking the boy to do what she says, she "controls" his activity using the changing traffic light sequences to teach red, yellow and green colors, as well as the concepts of stop, go, go quickly, or slow down. She uses both English and Spanish words for all concepts, changing intermittently between the two languages. Seeing that the boy is having fun and laughing with the teacher, a second child comes over to join them. The teacher lets the little girl change the traffic light to direct the actions of the boy wearing the car. After a short time, the children change places. Throughout the activity, the teacher continues to reinforce the names of the colors and the motion concepts, speaking to the children alternately in English and Spanish.

Quality of Early Childhood Education Services. At least one early childhood classroom in each EDS project was observed for approximately three hours during the site visit. In most cases, observations were conducted during morning hours. Two measures of classroom quality were completed by the site visitors: the ECERS-R and the Literacy Checklist.

The *Early Childhood Environment Rating Scale* Revised Edition (ECERS-R; Harms, Clifford & Cryer, 1998) is a revision of the ECERS, the original measure in a family of quality rating scales that has been widely used for a number of years. This 43-item scale is a rating of the quality of center care for children two to six years of age. There are seven subscales:

- Space and furnishings (e.g., adequacy of indoor space for play, furnishings for play and learning, space for gross motor play, display of children's work).
- Personal care routines for children (e.g., greeting/departing, health & safety practices).
- Language-reasoning experiences (e.g., availability of books, encouraging children to communicate, using language to develop reasoning skills).
- Activities (e.g., materials available to encourage fine motor development, art, music/movement, blocks and other manipulatives, sensory play such as sand and water, dramatic play, nature/science, math).
- Interaction (e.g., supervision of children, discipline, staff-child interactions).
- Program structure (e.g., variety of activities, availability of free play, group time).
- Parents and staff (e.g., information sharing with parents, provisions for personal and professional needs of staff, staff interaction, staff supervision.

An Early Childhood Classroom in Shelbyville, KY

It is 10:30 a.m. and the seven children in attendance have had breakfast and a parent-child joint activity. In one room, a teacher is engaged with two girls who are using an instructional software program on the computer. The teacher reads from the cues on the computer screen to ask the girls questions, such as: "What is this animal?" and "What does this animal eat?" Two boys are "drumming" on various objects with sticks. Three teachers unfold a cloth parachute almost as large as the room, put paper stars in the middle and start making waves with the material. Initially, only one child joins the teachers, then two other children participate. At 10:50, a bilingual assistant teacher reads a book in Spanish about a gingerbread man. Two girls listen to the book, while two others continue to work on the computer and the two boys play with foam blocks. After finishing the book, the assistant gives each child a gingerbread man cookie and prepares a gingerbread man coloring booklet for parents to make at home.

Items are rated on a scale where 1 = inadequate, 3 = minimal, 5 = good and 7 = excellent. The average ECERS score for EDS projects is 4.88, slightly below a rating of "good" (Exhibit 3.7). Half of the classrooms had total scores of 5.0 or higher, indicating that the overall level of care in these classrooms is "good" or better. The other half had scores below 5.0, indicating minimal to good quality care. No classroom had a score of 3.0 or lower (minimal or inadequate).

Subscale scores (see Exhibit 3.7) varied across classrooms. Three subscales (space/furnishings, personal care, and interaction) had average scores of 5.0 or greater, indicating "good" or better quality. The highest score was on the Interaction subscale (average of 5.7) indicating that staff in most EDS early childhood classrooms did a good job of supervising and encouraging children, used non-punitive discipline methods, and responded to children in a supportive and respectful manner. These are important characteristics to build positive relationships with children and guide them in adjusting to the social and behavioral rules of school.

On the remaining subscales, average scores are between 4.0 and 5.0, indicating minimal to good quality. Among these, the Activities subscale had an average score of 4.35, the lowest ECERS subscale for the EDS classrooms. This subscale assesses the variety of materials and activities available to children in the classroom, including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, and video/computer (if none present, this item does not affect the subscale score). In addition, the degree to which materials and activities promote diversity is rated. Many EDS classrooms had scores less than 5.0 on the nature/science item, indicating that some nature and science was incorporated into the classroom but not more than one type (e.g., may have a pet or plants, but not manipulatives such as magnets, magnifying glasses, etc) and not on a regular basis (e.g., talking about everyday events such as weather, birds, insects to learn about science). The music/movement item was another area where many EDS classrooms scored in the "minimal" range; these classrooms may have included music, but not movement (e.g., acting out movement to songs or rhymes) or music materials may not have been accessible to the children (e.g., simple instruments, tape player). A number of EDS classrooms did not provide opportunities for sand or water play.

On the remaining subscales, average scores were between 4.0 and 5.0, indicating minimal to good quality. The Language-Reasoning subscale is a measure of the books available for children, as well as the communication and language skills that are used and encouraged in the classroom. This subscale is of particular relevance to classrooms that are part of a family literacy program. The average score on this subscale is 4.75. Half of the classrooms were rated as "good" quality or better on this subscale, eight of the classrooms scored between minimal and good; and one was rated below 3.0 ("minimal"). Classrooms that scored below 5.0 on the Language-Reasoning subscale tended to have higher scores on the book item than on the other three language items in the subscale. In these low-scoring classrooms, the item assessing the use of language to develop reasoning skills was rated far below the other three items in this subscale.

To illustrate the difference between classrooms that score high and low on the Language-Reasoning subscale, a class receiving a score of 6.0 would tend to include the following activities as listed on the ECERS-R scoring form:

- **Books and Pictures:** There is a wide selection of books in the classroom accessible for a substantial portion of the day, staff read books to children informally (e.g., during free play, as an extension of an activity).
- **Encouraging Children to Communicate:** Communication takes place during free play and group time, there are dramatic play materials (e.g., small figures and animals in the block area) to encourage communication, staff balance listening and talking.

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- **Using Language to Develop Reasoning Skills:** Staff talk about logical relationships while children play with materials (e.g., sort by shape/color, similarities and differences), children are encouraged to explain reasoning, concepts respond to children's interests or need to solve a problem (e.g., talk children through balancing a tall block building).
- **Informal Use of Language:** Staff encourage communication among children, staff present information to expand on children's ideas, children are asked questions to expand on their answers, staff have individual conversations with most children.

In contrast, a classroom that scored 3.0 on the Language-Reasoning subscale may well have a good selection of books, however staff do not read to children informally (e.g., they read to children only during circle time), there is not as much communication and conversation during both free play and group time, staff do not expand on information or ideas presented by children, and there is less of a balance between staff listening and talking to children. The largest differences between these two types of classrooms (classrooms that score high vs. low on the Language-Reasoning subscale), and the ones bringing down the subscale score, are that staff in lower-scoring classrooms are less likely to talk with children about logical relationships, and they do not capitalize on children's curiosity about cause and effect or point out differences in size, shape, and numbers of objects as children play.

An Early Childhood Classroom in Decatur, AL

Holiday music plays in the background, as ten children work together to make a life-size snowman out of construction paper. The teacher shows the children where to glue the various pieces, and they enjoy gluing "snowflakes" onto the snowman. After about 20 minutes, a volunteer arrives to read stories to the class, as happens twice a week. The children pile into the cozy corner as the volunteer reads the book she brought with her, interrupting the story quite often to ask the children questions. After the story is finished, the children return to working on the snowman. Then they help the teacher clean up the extra paper and supplies. In the time remaining before lunch, the teacher plays a record with *London Bridge* and *Ring around the Rosy* and sings and plays with the children.

An Early Childhood Classroom in Wichita, KS

Early childhood education at the Wichita Even Start takes place in three classrooms at the Little Early Childhood Education Center. There are 12 children in the pre-K classroom in addition to a teacher and two parent volunteers. The walls are decorated with several colorful alphabet charts, each with a different theme. A writing center contains a variety of writing implements, paper and templates for forming letters. An entire bulletin board is devoted to the "letter of the week." J is last week's letter. The board is covered with many copies of the letter J that have been decorated by the children with small plastic jacks.

During group time, the teacher introduces K, the new letter for the week. She talks to the children about familiar objects and words that begin with K. She notes that it was difficult to find a small item to decorate their letters, but that she has decided to use popcorn "kernels." She asks the children to think about other things they may know that begin with the letter K. Suddenly, one little girl jumps up and says, "Me!" Her name is Karina and she knows that her name starts with the letter K. There are lots of laughs and smiles from the other children and praise from the teacher. Afterwards, the children break into small groups to work on decorating their K letters with popcorn kernels.

The ECERS-R and its predecessor, the ECERS, have been used in many studies of the quality of early childhood classrooms. Exhibit 3.8 lists the total ECERS scores for several studies of childcare and early childhood programs for diverse populations. Even Start classrooms observed in the EDS are comparable in overall quality to Head Start classrooms, and are rated somewhat higher than other types of early childhood classrooms. In particular, the Head Start FACES study used the ECERS in 403 classrooms, with an average rating of 4.9.

The Observational Study of Early Childhood Programs rated 39 Head Start classrooms (average rating of 4.9), 42 childcare classrooms (average rating of 4.2), and 38 school-based preschool programs (average rating of 4.5). The Cost, Quality, and Child Outcomes Study, completed in the mid-1990s, measured the quality of childcare centers in four states. The average total score in each of these four states ranged from 3.82 to 4.49 all lower than the average total score in the EDS classrooms.

The *Literacy Checklist* is a measure of the classroom materials and space that are devoted to books and writing, developed by David Dickinson and his colleagues for studies of Head Start classrooms. Most Even Start classrooms in the EDS have books displayed and available for children to use, and all have a library or reading corner or area. In all of the classrooms, there is a specific area set aside only for book reading (Exhibit 3.9), and the books are appropriate for a range of reading levels. In almost half of the classrooms, books are available in at least one other part of the classroom such as in a dramatic play or blocks area. However, most classrooms do not have books available in numerous places in the room.

Nearly 90 percent of the rooms have a distinct area set up for writing, stocked with paper and writing tools. However, fewer than half of the classrooms have templates or other tools to help children form letters. Evidence of writing around the room is less typical. There are many rooms with no examples of children's writing or dictations on display, and few rooms have writing tools or props in multiple areas of the room (e.g., note pads in dramatic play area).

An Early Childhood Classroom in Montclair, CA

After a morning circle and some free time outside, the 25 children are free to pursue activities of their own choice inside the classroom for about an hour. The lead teacher is out of the room teaching a parent education class, and the children are supervised by two teacher aides and three volunteer parents. A group of children is in the dramatic play area, along with one of the aides who responds to the children when they speak to her. A few children are in the building area with one of the parent volunteers; two children are using wooden blocks and the others are at the Lego table. The last group of children is sitting at one of the tables with an aide who is reading a book. The two other volunteer parents are moving around the room putting away toys that are not being used. After an hour, one of the aides signals that is time to clean up, and children put their toys away with a minimum of fuss. They move into a circle in the center of the room, and the aide starts an audio tape and lead them in singing songs. Before dismissing the children for lunch, the aide asks them questions about the activities of the day.

Two subscale scores (books and writing) and a total score can be computed for the *Literacy Checklist*. The Books subscale combines scores across 12 items, some scored as yes/no and others scores on a three-point scale (e.g., number of books available to children receives a score of "1" for less than 15 books, "2" for 16-25 books, and "3" for 26 or more books), for a maximum score of 20. The Writing subscale sums across 12 items, some yes/no and some scored on a three-point scale, for a maximum score of 21. The data presented at the bottom of Exhibit 3.9 show that Even Start classrooms lag behind Head Start classrooms on the Books subscale, the Writing subscale and the Total score for the Literacy Checklist. The differences in scores between Even Start and Head Start classrooms are consistent, but not very large, on the order of one-third to one-half of a standard deviation in size. Compared with Head Start, Even Start classrooms have somewhat fewer books available to children, and are less likely to have writing areas and tools for writing or displays of children's written work.

Integration of Instructional Services. All EDS projects tried to integrate parenting education and early childhood education. In some projects, adult education services stood alone, unconnected with what was happening in parenting and early childhood classes. While projects that located all three components in the same building had an easier time integrating services, the level of integration is not solely a function of location. There are projects where all services were located in the same center or campus that did not integrate adult education with the other two components, and projects where services were located in separate facilities that achieved integration through mechanisms such as regular staff meetings.

In many projects, teachers had multiple responsibilities with respect to the delivery of core instructional services. For example, early childhood education teachers and classroom aides conducted home visits. These same teachers also may be involved in some aspect of parenting education classes. In a few instances, ESL and adult education teachers also were responsible for various aspects of parenting classes. In Bloomington, MN the adult education teachers joined the preschoolers and their parents for daily parent-child time.

Frequently, Even Start staff used a theme to unify lessons and units across core components. These themes often focused on the seasons or a holiday, or topics such as transportation, fire and public safety, and colors. Themes were shared in multiple ways, such as in similar decorations in adult and child classrooms, joint arts and crafts projects, or lessons coordinated to use common vocabulary words or activities. For example, in Oklahoma City, OK the activity in the early childhood classroom focused on counting, and parents made a counting book during a parenting session to share with their child. Integration also occurred in more general ways. In Phoenix, AZ parents in adult education read the same book that early childhood teachers read to children. ESL lessons in Shelbyville, KY incorporated parenting and life skills topics. Several projects required adult participants to keep journals that are used as a prompt for discussion in adult education or parenting classes. For example, in Mountain Grove, MO parents wrote about time spent with their children the day before, and in Norfolk, VA parents wrote about the parent-child activities that take place each day before adult education classes. At AVANCE in Austin, TX parenting education topics, such as transportation, were incorporated into the adult education and early childhood classrooms; all project components, including home visit materials and parent-child activities, supported the weekly theme.

Integration of Instructional Components through Weekly Staff Meetings in Godfrey, IL

On a weekly basis, the project coordinator leads a staff meeting that is attended by the adult education staff, the home visitor who acts as the family support service coordinator, one of the other three home visitors, the on-site early childhood supervisor, the counselor from the local welfare program, and staff from community agencies (e.g., teen parenting program, parole office, and the department of social services). In these meetings five to ten Even Start families and their progress and obstacles are discussed, to improve communication and service coordination. The project holds a monthly staff meeting for all Even Start staff and the early childhood supervisor to discuss program issues, space, updates, etc. In addition, the project supervisors for the Even Start, Head Start and Early Head Start programs meet monthly with the early childhood supervisor to discuss issues affecting the site, such as space, scheduling, and joint activities (e.g., family reading night, field trips).

Most EDS projects had monthly planning meetings, and many had biweekly or weekly staff meetings. Project staff used this shared time to coordinate and integrate services across core components, and to plan, develop, and improve project activities. For example, in Syracuse, NY, the team of case managers, family educators and adult educators used monthly meetings to plan the curriculum for home visits. Staff meetings also provided a forum to discuss individual families, their progress, and current issues in order to improve communication and service

coordination and delivery. In about half of the projects, staff from all core components attended these meetings. In the other projects, staff from collaborating agencies did not attend. These staff tend to be adult educators who may be paid only for the time they teach adult education classes. The project in Wichita ensured that the adult educators attended the monthly Friday staff meetings by paying these staff from the collaborating agency for their time.

Another way in which Even Start projects worked to integrate the three core components was to provide opportunities for all staff to attend the same in-service training programs. These joint staff trainings exposed all staff to the same training ideas and new materials as a way to improve program services to all participants.

Provide Staff Training

Most EDS projects had a mix of professional and paraprofessional personnel on their staff with a variety of educational and work backgrounds. Many projects also used volunteers. For example, the four ESL instructors at the Houston project are local business people donating their time. Other projects used volunteers to assist classroom teachers. For example, the Bloomington, MN project had two volunteers to assist in the ESL classroom, another in the GED/ABE classroom, and one in the toddler room.

Project directors and coordinators usually have at least a bachelor's degree and many either have received or are working toward an advanced degrees. Most early childhood staff have several years of experience working with young children, although their educational training varies across the EDS projects. In several projects, such as Bloomington, MN, Mountain Grove, MO, and Austin:AVANCE, all of the early childhood teachers have at least a bachelor's degree. The ECE teacher in Kansas City has a master's degree. In a few projects, such as Decatur, AL and San Angelo, TX, the children's teachers have a high school diploma or CDA certificate. In Montclair, CA, the early childhood teachers have associate's degrees. Classroom aides tend to have a high school diploma or GED. Also, early childhood teachers and aides are more likely than other staff to be in continuing education programs. Adult educators in EDS projects were more likely than ECE teachers to have college degrees. In the majority of projects, the adult educators have bachelor's degrees, many with teacher certification.

Parenting education was conducted by staff with a range of educational experiences. In several projects, parenting education classes were led by a project administrator. For example, the parenting classes in Decatur, AL were taught by the project coordinator, who has a master's degree in education. Parenting classes in the Wichita, KS Even Start were led by a social worker. In Carrollton, GA, the parent educator has an associate's degree in child development, many years of teaching experience, and extensive training in the *Parents as Teachers (PAT)* curriculum. A few projects, such as Godfrey, IL, have staff who focus on home visits; these staff in Godfrey have bachelor's or master's degrees. Parenting classes in Reading, PA were conducted by the adult educators who have college degrees in education.

All EDS projects provided opportunities for staff to participate in training conferences and workshops. Some training was available through professional development workshops held either by the Even Start project for its staff or by the local collaborating school district. Organizations that promote curricula, such as *Parents as Teachers* and *Reading is Fundamental*, offered in-service training workshops for staff implementing their program. Other professional development was offered by county or state departments of education, especially for adult education instructors. Many staff participated in state or national conferences, such as meetings of the National Even Start Association or the conference run by the National Center for Family Literacy. Several projects arranged for staff to take classes at a community college or university.

Provide Integrated, Home-Based Instructional Services

Home visits allow staff to meet individually with families, to talk with parents about and model parent-child activities, and to bring instructional themes into the home from center-based parent groups and early childhood programs. Home visits typically were 60 to 90 minutes long and took place monthly, although two EDS projects conducted home visits weekly, and three provided them twice a month. In the home-based project in Syracuse, NY staff met with parents and children weekly for 90 minutes for early childhood and parenting education, and biweekly for an hour of adult education. Several projects increased the number of home visits to families in need of extra services or in times of family crisis to give these families additional support. Most projects incorporated activities and themes from the parenting and early childhood instructional activities into home visits. Nine EDS projects used the *Parents as Teachers* curriculum to structure home visits. Direct services also were provided to older children in the family. Home visits were typically conducted by early childhood teachers or aides and parenting education instructors. A few projects had staff whose primary job responsibility was to visit families or coordinate home visits. For example, the project in Wichita, KS had a case manager (a licensed social worker), who oversaw the parenting education component and made follow-up home visits to Even Start graduates for up to three years after their initial participation. A summary of home visit activities in the 18 EDS projects is given in Exhibit 3.10.

Provide Year-Round Services

All EDS projects provided services during the summer, although most had some time when the project is closed for vacation. Exceptions are Montclair, CA and Phoenix, AZ that operate year-round schools. These projects had a cycle of two- or three-month semesters with a one-month break between cycles. The other projects typically scaled back services in the summer. For example, some operated only one early childhood classroom in the summer, some limited the numbers of days per week they operated, and others included only those families who were planning to continue in the project into the next school year. Many projects considered the summer to be an opportunity to schedule additional field trips and special events for the whole family as a way to include older children and other family members.[31]

[31] The new law requires that all projects provide both enrichment and instructional activities during the summer months.

Coordinate With Related Programs

In 11 of the EDS sites, the Even Start fiscal agent was a school district. In the remaining sites, the fiscal agent typically was a community-based organization, such as a community college or education agency that oversees a variety of community-based educational initiatives.

Even Start projects received a range of services provided by community collaborators. School districts most often provided tangible resources such as classroom and administrative space, transportation, food services and maintenance. School districts also led the list of collaborators for providing teachers, administrative staff, staff development and training, and instructional support. Community and state colleges supplied administrative staff and teachers and provided staff development workshops and a variety of training programs. Other community groups, such as a family resource center, adult education center, or local church, provided space for classrooms or special events. Other collaborators were from community service agencies, such as the public health department; child and family agencies (e.g., Human Services); the public library; the public housing authority; the police, fire and recreation departments; community action agencies; the Visiting Nurses Association; and private non-profit agencies.

Where community collaboration is at its best, Even Start draws on the resources of a variety of local social service agencies, but also acts as a community resource in its own right. The Wichita, KS project is part of a larger Early Childhood Education Center, and Even Start staff and participants played a vital role in the regular events of the center while benefiting from school district space, resources and services. For example, Even Start families volunteered and provided food for special events such as "Week of the Young Child," a Cinco de Mayo festival, and "Author's Day." The project in Carrollton, GA belongs to a community collaborative called "Family Connection" that includes the school district, housing authority, and health department. The project benefited from this collaboration through referrals and services; Even Start staff also spoke to many groups in the community about family literacy and parenting issues.

Conduct an Independent Local Evaluation

At seven EDS projects, a faculty member from a local or state college served as the local evaluator. Seven projects used independent consultants for their evaluations. The two EDS projects in Kansas, as well as the one in Norfolk, VA and Phoenix, AZ did not conduct their own local evaluation because their State Departments of Education contracted with independent research firms to compile evaluation data on all Even Start projects in their state. Most projects funded an evaluation every year, although a few alternate case studies with bi-annual overviews or summaries. Typically, projects spent about $4,000 for a local evaluation. Two projects, however, each reported spending $10,000.

The majority of local evaluations were qualitative in nature with mostly descriptive data from site visits and interviews with staff (and sometimes parents). Several projects, however, commented that their evaluators would prefer to collect more data for statistical analysis of

outcomes.[32] The information gathered during the evaluation is used in a number of ways, such as improving program administration, changing or expanding the type or amount of services provided, for "self-study" and improvement, and to provide feedback to staff. For example, on the basis of their local evaluation, the project in Shelbyville, KY changed their primary service delivery mode from home-based to center-based to increase service intensity. In response to their local evaluation report, the Bloomington, MN project implemented procedures to enforce the 80 percent attendance requirement more consistently and added incentives to maintain high attendance rates. In some instances, projects use the information to help write grant renewal applications or develop collaborative agreements.

Serve Children in a Three-Year Age Range

All EDS projects served children in at least a three-year range. The majority of projects provided some type of services for children less than two years old. All provided early childhood education programs either directly or through collaborating agencies, such as public school pre-K or kindergarten, Montessori, Head Start or Early Head Start.

How Federal Even Start Funds Were Spent in the EDS Projects

The use of Even Start funds was first studied in the 1991-1992 program year, when detailed cost data were collected from 10 projects that participated in the In-Depth Study component of the first national evaluation. Similar data were collected in spring 2000 and spring 2001 from the 18 EDS projects. These two data sets allow us to describe and compare the ways in which Even Start funds were spent during those years, almost a decade apart.

In 2000 and 2001, the EDS projects spent more than half (55 percent) of their federal Even Start funds on the provision of instructional services: 34 percent for early childhood education, 12 percent for adult education, and nine percent for parenting education (Exhibit 3.11). An additional nine percent was spent to provide support services that are designed to enable families to participate in instructional service activities. Thus, almost two-thirds (64 percent) of the EDS projects' federal funds were spent on the direct provision of services. Remaining federal funds were spent for program administration and coordination (20 percent), evaluation (six percent), case management and recruiting (four percent), and for a variety of other functions (six percent) such as field trips, staff meetings, clean-up, and errands.

This distribution is unchanged over the past 10 years. During 1991-1992, exactly the same percentage of federal Even Start funds was spent providing instructional services (55 percent) as in 2000 and 2001, although there has been a slight shift of federal resources away from adult education and toward early childhood education. Perhaps more significant, between

[32] Beginning in FY2001, projects will be required to collect data related to their States' Even Start performance indicators.

1991-1992 and 2000-2001, the amount spent on administering Even Start projects grew from 14 to 20 percent of all federal Even Start funds; funding spent on evaluation was reduced from 10 percent to six percent during the same time period. These changes likely reflect the reality that Even Start is a difficult program to administer, and while local evaluations were mandated by the federal government during the early 1990s, state administration of the program during the mid and late 1990s placed less emphasis on local evaluation.

In 1991, about 70 percent of federal Head Start dollars were spent on direct services and 30 percent on other costs. The largest categories were education (41 percent), administration (13 percent), and occupancy (13 percent). While Head Start and the Even Start EDS projects are similar in terms of the percentage used for direct service delivery (70 percent and 64 percent, respectively), the EDS projects spent a larger percentage of their budgets on administration (20 percent versus 13 percent, respectively).

Data from the ESPIRS show that in 2000-2001, the universe of Even Start projects spent an annual average of $4,708 in federal Even Start dollars per family. The EDS projects spent about 34 percent of this amount on early childhood education while Head Start spent 41 percent on education. Thus, Even Start spreads its funding relatively broadly across children, parents, and support services. This "spreading out" of services fits the Even Start model, in which local projects intend to help children, in part, through helping their parents.

EXHIBIT 3.1
SELECTED CHARACTERISTICS OF EDS PROJECTS

PROJECT	GRANTEE	NUMBER OF FAMILIES	YEAR OF FIRST EVEN START GRANT	ESL PROJECT	URBAN/ RURAL
Decatur, AL	Decatur City Schools	34	1994	Yes	Urban
Phoenix, AZ	Isaac School District	120	1989	Yes	Urban
Montclair, CA	Montclair-Ontario School District	75	1995	Yes	Urban
Carrollton, GA	Carroll County Parenting Prog.	65	1994	No	Rural
Godfrey, IL	Lewis & Clark Comm. College	20	1996	No	Urban
Wichita, KS	Wichita School District #259	35	1989	Yes	Urban
Kansas City, KS	Kansas City School Dist. #500	23	1997	Yes	Urban
Shelbyville, KY	Ohio Valley Educational Coop.	75	1992	Yes	Rural
Bloomington, MN	Bloomington School District	22	1997	Yes	Urban
Mountain Grove, MO	Mountain Grove School Dist.	8	1998	No	Rural
Syracuse, NY	Consortium for Children's Services, BOCES	51	1996	No	Urban
Oklahoma City, OK	Oklahoma City School Dist.	120	1990	Yes	Urban
Reading, PA	Reading Area Comm. College	41	1989	Yes	Urban
Houston, TX	Houston Independent School District	50	1993	Yes	Urban
Austin, TX	Communities in Schools	45	1994	Yes	Urban
Austin, TX	AVANCE	60	1998	Yes	Urban
San Angelo, TX	San Angelo Independent School District	70	1998	Yes	Urban
Norfolk, VA	Norfolk City Schools, Norfolk Redevelopment Housing Authority	45	1997	No	Urban

Notes: Number of families represents the number served at the time of the site visit. Projects are characterized as ESL if more than 20 percent of adults are Hispanic and participating in ESL classes.

Exhibit reads: The Even Start project in Decatur, AL is in an urban location.

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EXHIBIT 3.2
DESCRIPTION OF ADULT EDUCATION SERVICES IN 18 EDS PROJECTS

PROJECT	CLASSES OFFERED	FREQUENCY OF CLASSES	ANY NIGHT CLASS	STAFF SALARIES		SOURCE OF TEACHING STAFF	LOCATION
				EVEN START	COLLAB		
Decatur, AL	ESL, GED	2 hrs/day, 4 days/wk		✔	✔	Decatur Adult Ed. Center	Church annex
Phoenix, AZ	ESL, GED	2.5 hrs/day, 2 days/wk	Yes		✔	Rio Salado Comm. College	Fam. Lit. Ctr., school campus
Montclair, CA	ESL, GED, ABE	3 hrs/day, 2 days/wk			✔	Chaffee Adult Education Center	3 elementary schools
Carrollton, GA	High schl. ABE, GED	High school: 6.5 hrs, 5 days/wk; GED: 6 hrs, 3 days/wk			✔	Carroll County School District	County technical high school campus
Godfrey, IL	GED	6 hrs/day, 4 days/wk		✔		Lewis & Clark Comm. College	Commercial space in mall
Wichita, KS	ESL, ABE, GED	4 hrs/day, 4 days/wk			✔	Dunbar Adult Ed. Ctr.	District ECE center
Kansas City, KS	ESL, GED	2 hrs/day, 4 days/wk		✔		KCK Community College	District elem. School
Shelbyville, KY	ESL, ABE	Varies: 2.5 hrs/day, 2 –3 days/wk	Yes	✔	✔	1 site: Tremble Co. Adult Ed.	Varies: Church, etc.
Bloomington, MN	ESL, ABE, GED	3 hrs/day, 3 days/wk		✔		District Comm. Education	Family Center
Mountain Grove, MO	ABE, GED	3 hrs/day, 3 days/wk			✔	DFS Futures Program	Family Ed. Center
Syracuse, NY	ABE, GED	Home visit 1 hr/wk; also classes at BOCES		✔	✔	Bd of Coop. Ed. Servcs. (BOCES), Even Start	Adult's home; GED classes at BOCES
Oklahoma City, OK	ESL, GED	3 sites: 3 hrs/day, 4 days/wk; 1site: 6 hrs/day, 5 days/wk			✔	Even Start (paid by state adult ed. Funds)	4 sites: 2 churches, 2 schools
Reading, PA	ESL, GED	1 site: 2 hrs, 4 days/wk; 1 site: 2-3 hrs, 2 days/wk	Yes	✔		Reading Area Community College	Community college and church
Houston, TX	ESL, GED	2-3 hrs/day, 4 days/wk	Yes		✔	Houston Read Comm., Literacy Advance Houston, volunteers	Elem. school, Houston Learning Ctr.
Austin, TX (ASPIRE)	ESL, GED	3.5 hrs/day, 4 days/wk			✔	Austin Comm. College	Portable elem. campus, church
Austin, TX (AVANCE)	ESL, GED	4 hrs/day, 2 days/wk			✔	Austin Comm. College	2 elementary schools
San Angelo, TX	ESL, ABE, GED	3.5 hrs/day, 5 days/wk	Yes		✔	Co-op 42 county collaborative	3 elementary schools
Norfolk, VA	GED	4.5 hrs/day, 4 days/wk	Yes	✔		Even Start	District ECE center

Notes: Times listed represent what parents can receive; projects may offer multiple time slots and parents choose subset. Staff listed as Even Start if grant pays any part of salary; both Even Start and collaborator listed when different services (e.g., ESL and GED) paid by each source.

Exhibit reads: Decatur, AL provides ESL and GED classes two hours/day, four days a week in a church annex.

EXHIBIT 3.3
PERCENT OF EDS ADULT EDUCATION CLASSROOMS HAVING VARIOUS TYPES OF INSTRUCTIONAL MATERIALS, BY TYPE OF CLASSROOM

INSTRUCTIONAL MATERIAL	TYPE OF CLASSROOM	
	ABE/GED (N=10 CLASSES)	ESL (N=16 CLASSES)
Textbooks	100%	81%
Books other than textbooks (e.g., fiction)	100%	75%
Workbooks or worksheets	100%	88%
Computers	100%	63%
Reference books (e.g., dictionaries, encyclopedias)	90%	81%
Educ. materials on the wall (e.g., posters, class schedule)	70%	56%
Resource materials posted (e.g., social service information, community agencies)	60%	44%
Other reading materials (e.g., magazines, newspapers)	80%	56%
Notes:		
Exhibit reads: In the EDS, 100 percent of ABE/GED classrooms have textbooks available to students.		

EXHIBIT 3.4
AVERAGE RATINGS OF CLASSROOM INSTRUCTION IN EDS ADULT EDUCATION CLASSROOMS, BY TYPE OF CLASSROOM

DIMENSION OF CLASSROOM INSTRUCTION	TYPE OF CLASSROOM	
	ABE/GED (N=10 CLASSES)	ESL (N=16 CLASSES)
Pace of instruction	1.5	2.3
Energy of instructor	1.9	2.4
Engagement among learners	2.3	2.5
Feedback to learners	2.2	2.2
Notes: For each dimension, a score of 3 = high, 2 = moderate, 1 = low.		
Exhibit reads: EDS projects that provided ABE/GED instruction were rated 1.5 on "pace of instruction."		

EXHIBIT 3.5
EXAMPLES OF CENTER-BASED PARENT-CHILD TIME AND PARENTING EDUCATION IN 18 EDS PROJECTS

PROJECT	PARENT-CHILD TIME		PARENTING EDUCATION	
	FREQUENCY	EXAMPLES OF ACTIVITIES	FREQUENCY	EXAMPLES OF CONTENT/CURRICULUM
Decatur, AL	45 minutes, 2 days/wk	Art activity planned by ECE teacher or visit to indoor gym	45 min/day, 2 days/wk	1 day: Health, life skills by Nurses Assoc. or Extension Service; 1day: child developmt/parenting by ECE coordinator
Phoenix, AZ	Attend ECE class 2/month	Teachers' assistant in ECE class	2 hours/day, 1 day/wk	4 curricula: *STEP; Teaching Parenting; Quicknotes; Successful Parenting*
Montclair, CA	Attend ECE class 2/month	Classroom volunteer	1.5-2 hours/day; 2 times/mo	High/Scope's *Parenting Presentations*
Carrollton, GA	No center-based parent-child time; only during home visits		2 hrs, 1 day/wk at lunch; 1 hr, 1 day/wk afternoon	Discussion of life skills, home-school relationships, child development
Godfrey, IL	30 minutes, 4 days/wk	Planned activities (e.g., games, reading, crafts)	1.5hours/day, 1 day/wk	Parenting info, preparing for parent-teacher conferences, child behavior management
Wichita, KS	1 hour, 2 days/wk	Activities by ECE teacher (music, (manipulatives)	2 hrs/day, 2 days/wk	*Successful Parenting* led by social worker, and "Make-and-Take" sessions
Kansas City, KS	1 hour, 4 days/wk	Practice parenting strategies	1 hour/day, 1 day/wk	*Active Parent, Successful Parenting,* Scholastic mini-books
Shelbyville, KY	30 min, 2 days/wk	Joint activities, library story hour once/month	1 hour/day, 2 days/wk	Integrated with adult educ. discussions about parenting, health, discipline
Bloomington, MN	30 min, 4 days/wk	Read, sensory activity, make toy or food, games in gym	3 hrs, 1 day/wk; (parents of infants: 3.5 hrs)	*Second Step* violence prevention program, plus discussions on child development
Mountain Grove, MO	45 min, 4 days/wk	Parent follow child's lead on activities	45 min/day, 4 days/wk	Led by director (social worker); parent journals, discuss child development, make books, read *News for You*
Syracuse, NY	No center-based parenting; all parent-child and parenting conducted during home visits including modeling reading to children (see Exhibit 3.10)			
Oklahoma City, OK	1 hour/day, 1 day/wk	Parent follow child's lead	1 hour/day, 1 day/wk	Discussions on parenting, language development, and life skills
Reading, PA	30 min., 4 days/wk; 1.5 hrs, 1 evening	Art, cooking, games; model reading to children	30 min/day, 4 days/wk or 1.5 hrs, 1 evening/wk	Discussions about child development, parent-child activities
Houston, TX	Weekly	Mother/baby class modeling child activities	Weekly	Prenatal classes for pregnant mothers. Discussions from *Dando Fuetara a la Familia,* child dev, behavior mgmt
Austin, TX (ASPIRE)	45 min, 2 days/wk	Children choose activities+reading; Elem. volunteer	1 hour/day, 3 days/wk	Parent discussions, speakers
Austin, TX (AVANCE)	Start of ECE, 2 days/wk	Craft or activity with language component	1 hour/day, 2 days/wk	1 day: AVANCE parenting curriculum, 1 day: Toy-making class
San Angelo, TX	End of ECE, 5 days/wk	Songs, dancing, reading	1 hour, 1 day/wk	Video series *Successful Parenting, Practical Parent Education*
Norfolk, VA	45 minutes, 5 days/wk	Breakfast, joint activities	1.5 hrs, once/wk; 1 hour, twice/wk	Discussions led by family lit educ on child development, health, job search. Journals

Notes: In addition to the parent-child times listed, many projects serve a meal that parents and children share. Times listed represent what parents receive; projects may offer multiple time slots and parents choose subset.

Exhibit reads: Decatur, AL offers parent-child activities 45 minutes a day, two days a week.

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EXHIBIT 3.6
DESCRIPTION OF EARLY CHILDHOOD SERVICES IN 18 EDS PROJECTS

PROJECT	FREQUENCY OF CLASSES	STAFF		LOCATION		CURRICULUM MATERIALS
		EVEN START	COLLAB. AGENCY	SITE	LOCATED WITH ADULT CLASSES	
Decatur, AL	3.5 hrs/day, 4 days/wk	✔		Church annex	✔	Theme-based art, books, music
Phoenix, AZ	4 hrs/day, 4 days/wk	✔		District preschool	✔	*High/Scope* and *Creative Curriculum*
Montclair, CA	3.5 hrs/day, 5 days/wk		✔	3 elementary schools	✔	*High/Scope* plus district curriculum
Carrollton, GA	Full-day available: 6:30 am-6:30 pm	✔		High school campus	✔	*Creative Curriculum*
Godfrey, IL	1 class: 6am– 6pm, 5 days/wk; others: 3.5 hrs/day, 5 days/wk		✔	Commercial space in strip mall	✔	Locally developed
Wichita, KS	7 hrs/day, 4 days/wk	✔		District ECE center		Kansas Competency System
Kansas City, KS	3 hrs/day, 4 days/wk	✔		District elementary school	✔	*High/Scope*, *Creative Curriculum*, and *Animated Literacy*
Shelbyville, KY	Varies: 2.5-3 hrs/day, 2 days/wk		✔	Varies: Church, etc.	✔	*High/Scope*
Bloomington, MN	4 hrs/day, 4 days/wk	✔		Family Center	✔	*High/Scope*, Reggio Emilia approach
Mountain Grove, MO	7 hrs/day, 4 days/wk	✔		Family Educ. Ctr	✔	Project Construct (MO DOE)
Syracuse, NY	1 hr/wk home visit, Head Start for 3+ yrs.	✔ Home	✔ Head Start	Home, Head Start		*Brigance*, BOCES
Oklahoma City, OK	3 sites: 3 hrs/day, 4 days/wk; 1 site: 6 hrs/day, 5 days/wk	✔		4 sites: 2 churches, 2 schools	✔	Guided by NAEYC key experiences
Reading, PA	1 site: 3.5 hrs/day, 5 days/wk; 1 site: 3 hrs/day, 4 days/wk	✔		Community college & church	✔	*High/Scope*, *Assured Readiness for Learning*
Houston, TX	3 hrs/day, 4 days/wk (3+yrs: 6 hrs/day	✔ a.m.	✔ afternoon	Elementary school	✔	Montessori (for older children)
Austin, TX (ASPIRE)	5.5 hrs/day, 4 days/wk	✔		Portables on elem campus	✔	Activities assigned around themes
Austin, TX (AVANCE)	4 hrs/day, 2 days/wk	✔		2 elementary schools	✔	Activities to support AVANCE parent ed.
San Angelo, TX	3.5 hrs/day, 5 days/wk	✔		3 elementary schools	✔	Themes; *Learning by Leaps and Bounds*
Norfolk, VA	5.5 hrs/day, 5 days/wk		✔	District ECE ctr	✔	High/Scope

Notes: Hours of classes may include parent-child time and meals. Even Start staff may be paid through a combination of Even Start and other funds.

Exhibit reads: Decatur, AL provides early childhood classes 3.5 hours/day, four days a week in a church annex.

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EXHIBIT 3.7
ECERS-R TOTAL AND SUBSCALE SCORES FOR EDS EARLY CHILDHOOD CLASSROOMS

ECERS-R SCALE	AVERAGE SCORE
Total	**4.88**
Space and furnishings	5.16
Personal care routines	5.17
Language-reasoning	4.75
Activities	4.35
Interaction	5.73
Program structure	4.67
Parents and staff	4.62

Notes: ECERS is the Early Childhood Environment Rating Scale, which measures the overall quality of an early childhood classroom. Each scale runs from 1 (inadequate), to 3 (minimal), to 5 (good), to 7 (excellent). Based on observations conducted in spring 2000 and 2001 in one Even Start classroom in each of 18 EDS projects.

Exhibit reads: The average ECERS-R score for Even Start early childhood classrooms in the EDS is 4.88.

EXHIBIT 3.8
CROSS-STUDY COMPARISON OF ECERS TOTAL SCORES

PROGRAM/STUDY	ECERS TOTAL SCORE	N OF CLASSROOMS OBSERVED
Even Start (EDS)	4.88	17
Head Start (FACES)	4.9	403
Head Start (OSECP)	4.9	39
Child Care (OSECP)	4.2	42
School-Based (OSECP)	4.5	38
California (CQCO)	4.49	99
Colorado (CQCO)	4.18	100
Connecticut (CQCO)	4.41	99
North Carolina (CQCO)	3.82	100

Notes: Based on observations conducted in spring 2000 and spring 2001 in 18 EDS projects.
FACES: Head Start Family and Child Experiences Study (U.S. Dept. of Health and Human Services, 2000; p.16)
OSECP: Observational Study of Early Childhood Programs (Layzer, Goodson & Moss, 1993; p.94)
CQCO: Cost, Quality and Child Outcomes Study (Helburn, et al, 1995; p.30).

Exhibit reads: The average ECERS score for Even Start early childhood education classrooms in the EDS is 4.88.

EXHIBIT 3.9
PERCENT OF EVEN START EDS CLASSROOMS WITH VARIOUS LITERACY-RELATED CHARACTERISTICS

CLASSROOM LITERACY CHARACTERISTIC	PERCENT OF CLASSROOMS (N=15 CLASSROOMS)	
Books in the Classroom		
Books displayed & available for children	100%	
Small area just for book reading	100%	
Books in range of difficulty levels	100%	
Book area orderly and inviting	100%	
Any books that convey factual information	73%	
Listening area for recorded books/stories	73%	
Book area has soft materials	67%	
More than 25 books available	53%	
Books in any other area of the room	47%	
Any books in science-related area	14%	
Any books in dramatic play area	7%	
Any books in blocks area	20%	
Any books in other area	27%	
3+ books related to current theme (if evidence of theme)	50%	
Writing in the Classroom		
Writing tools available in writing area	93%	
Paper available in writing area	93%	
Puzzles with letters/words	80%	
Distinct area for writing	87%	
Alphabet visible to children	67%	
Word cards with familiar names/words	80%	
Charts, big books, other evidence of group literacy	73%	
Templates/tools to form letters	47%	
Child dictations that teachers wrote	40%	
Examples of children's writing on display	26%	
Writing tools in play/blocks area	7%	
Props to prompt children to write in play/blocks area	13%	
Subscale Scores	**Even Start Average (s.d.)**	**Head Start Average (s.d.)**
Books (Maximum Score = 20)	9.7 (2.2)	11.1 (3.9)
Writing (Maximum Score = 21)	8.8 (3.5)	10.4 (4.2)
Literacy Checklist Total (Maximum Score = 41)	18.5 (5.0)	21.6 (7.4)

Notes: Data come from the Literacy Checklist (Dickinson, 2001), a measure of the materials and space in a classroom that are devoted to books and writing. Based on observations conducted in 2000 and 2001 in 15 EDS classrooms. Comparative subscale scores from Head Start come from Dickinson (2002) who compiled data on 255 Head Start projects.

Exhibit reads: A small area for book reading was available in 100 percent of the EDS early childhood classrooms.

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EXHIBIT 3.10
DESCRIPTION OF HOME VISITS IN 18 EDS PROJECTS

PROJECT	FREQUENCY	CONTENT
Decatur, AL	Once a month	PAT curriculum and parent-child activities
Phoenix, AZ	Once a month, 30 to 60 minutes each	Parent-child activities like making puppets and children's books, or arts & crafts
Montclair, CA	Twice a month	Coordinates parent-child activities at home with early childhood classroom activities
Carrollton, GA	At least one a month, up to six visits per month	PAT curriculum
Godfrey, IL	Twice a month, 90 minutes each	Parent-child interactions and child development, PAT curriculum
Wichita, KS	Five to six per year, one-hour visits per year	PAT activities and handouts; each family gets a book at each visit
Kansas City, KS	Three times during summer	Books and a related activity
Shelbyville, KY	One region has home visit if center-based participation is a problem; other region has monthly visits	Child development, progress on parental goals, parent-child activities
Bloomington, MN	Once a month	Literacy based with focus on developing positive parent-child interactions
Mountain Grove, MO	Once a month	PAT curriculum
Syracuse, NY	Once a week, 90 minutes for ECE and parenting	Parent-child activities with family educator giving feedback to parent, modeling behavior; also includes life skills information for parent
Oklahoma City, OK	Weekly, one-hour visits	Parent-child activities, with home visitor modeling behavior, coaching parent
Reading, PA	Once a month, hour each	Focus on activities for children, incorporating activities from the early childhood classrooms
Houston, TX	Twice a month	Link what children do at school with what parents do at home
Austin, TX	Weekly for family with preschooler; monthly for family with younger child	Home visits use HIPPY for preschoolers; PAT curriculum for parents of younger children
AVANCE/Austin, TX	Monthly during school year, one-hour	AVANCE curriculum and Reading is Fundamental materials
San Angelo, TX	Average of 10 home visits per family per year	Reading and adult-child learning activities to reinforce parenting skills, using kits from Lakeshore Ed. Publishing; PAT (birth-3) and Learning by *Leaps and Bounds* (4-7 year olds)
Norfolk, VA	Once a month, 60 to 90 minutes long	PAT curriculum

Notes: PAT is the Parent as Teacher program.
Exhibit reads: The Decatur, AL project provides home visits once a month.

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EXHIBIT 3.11
PERCENT OF EVEN START EXPENDITURES, BY FUNCTION, AND BY YEAR

FUNCTION	YEAR	
	1991-1992 (N=10 PROJECTS)	1999-2000 AND 2000-2001 (N=18 EDS PROJECTS)
Early childhood education	31%	34%
Adult education	15%	12%
Parenting education	9%	9%
Support services	9%	9%
Administration	14%	20%
Evaluation	10%	6%
Case mgmt & recruiting	4%	4%
Other	8%	6%

Notes: Data for 1991-1992 were collected from 10 projects participating in the In-Depth Study of the first national evaluation. Data for 1999-2000 and 2000-2001were collected from 18 projects participating in the Experimental Design Study of the third national evaluation. For 11 of these projects, data were collected in spring 2000. For the remaining seven projects, data were collected in spring 2001.

Exhibit reads: In 1999-2000 and 2000-2001, 34 percent of Even Start funds were spent on providing early childhood education.

CHAPTER 4: DESCRIPTION OF EVEN START PARTICIPANTS

This chapter presents a description of the families, adults, and children who participated in Even Start during the 2000-2001 program year, and makes cross-year comparisons for selected characteristics. Key findings from this chapter are:

- The most common reason for participating in Even Start, cited by 47 percent of the parents, was to "further my education, to get a GED."
- While many characteristics of newly-enrolled Even Start participants have remained consistent since the program's inception, the percentage of language-minority families as well as the percentage of families headed by a teen parent have each increased substantially over the past decade. Forty-six percent of Even Start parents identified themselves as Hispanic or Latino in 2000-2001, compared with 17 percent in 1989-1990.
- Even Start continues to serve a very needy population, indicating that it is meeting its mandate to serve the "most in need" families.
- Even Start families are a good deal poorer than Head Start families (41 percent vs. 13 percent with income under $6,000) and Even Start parents are considerably less well-educated than Head Start parents (15 percent vs. 72 percent with a high school diploma or GED at entry to each program).

REASONS FOR PARTICIPATING IN EVEN START

Parents who were new to Even Start in 2000-2001 were asked why they were interested in participating. One set of reasons had to do with self-improvement. The most common reason, cited by 47 percent of the parents, was to "further my education, to get a GED" (Exhibit 4.1). Several other reasons were related to the desire to improve oneself, including to learn English (28 percent), to improve my chances of getting a job (24 percent) and to generally improve my self (20 percent). A second set of reasons for parents to join Even Start had to do with improving life for their children: to become a better parent (38 percent), to become a better teacher of my child (29 percent) and to improve my child's chance of school success (31 percent). Only 22 percent of parents joined Even Start "to get my child into an infant/toddler or preschool program." This is surprising as the availability of preschool care typically is an important drawing card for parents with young children. These data show that parents tend to join Even Start primarily to further their education, to get a job, or to be a better parent. They appear less concerned with the availability of Even Start's early childhood services.

AGE AND GENDER OF PARTICIPATING PARENTS AND CHILDREN

To enroll in Even Start a family must have a parent[33] who is eligible for adult education services under the Adult Education and Family Literacy Act or who is within the state's compulsory school attendance age range, and a child under eight years of age.[34] The average age of Even Start parents has declined over the past decade as the percentage of teen parents served by the program has tripled over time, from six percent in 1989-1990 to 18 percent in 2000-2001 (Exhibit 4.2). While remaining the largest age group served by Even Start, the percentage of Even Start parents in their 20s and 30s decreased during this period. At the same time, the percentage of parents in their 40s remained small and roughly stable.

The average age of children served by Even Start has moved steadily downward over time. This is due primarily to an increase in the percentage of infants and toddlers in Even Start. The percentage of children birth to two years old increased from 15 percent in the early 1990s to 40 percent in 2000-2001 (Exhibit 4.3). While children in the three- to five-year-old age range have always comprised the largest segment of Even Start children, they declined from 54 percent in 1992-1993 to 39 percent in 2000-2001. Similar declines occurred for six- to seven-year olds and eight- to nine-year olds. Even Start's move to serving younger children may reflect the mandate, effective in 1995-1996, that Even Start projects target at least a three-year consecutive age range with their early childhood education services. It also may reflect a growing national concern with providing early services to children from birth to age three.

FAMILY STRUCTURE

The percentage of two-parent Even Start families has been consistent over time, ranging from 46 to 51 percent. The middle and late 1990s saw the percentage of extended families more than double, from 10 to 27 percent. This was offset by a decrease in the percentage of single-parent families, from 40 to 25 percent (Exhibit 4.4).[35] These changes may be related to the rising enrollment of teen parents and Hispanic families. Teenage mothers often live with their own parents, and Hispanic families are less likely than others to be headed by a single parent.

FAMILY ECONOMIC STATUS

Even Start does not use any specific income cutoff or threshold as an eligibility criterion. However, local projects are mandated to serve families in their communities that are most in need of Even Start services, and projects are required to consider at least parents' education level

[33] If other caregivers serve in place of the parents of participating children, they are considered the children's parents within the context of Even Start.

[34] In addition, beginning in 2001, a parent is eligible if the parents is attending secondary school.

[35] In this study, the term "Even Start family" refers to the nuclear or extended family that includes at least one adult and one child participating in Even Start, and, in all but unusual cases, living in the same household. Not all individuals in the family necessarily participate in Even Start.

and income when deciding which families are the neediest. Hence, Even Start families end up being drawn from the most economically disadvantaged segment of the population. Thirty-nine percent of the families who enrolled in Even Start in 2000-2001 reported annual household income of less than $9,000 and 91 percent reported annual income of less than $25,000 (Exhibit 4.5).[36] Statistics from the 2000 census show that 30 percent of all households nationally had annual income of less than $25,000 (Census Bureau, 2001a). In spite of their low income level, the annual income of Even Start families has increased over time. This may be due to inflation (the data shown in Exhibit 4.5 are not adjusted for inflation) and changes in response instructions in the mid 1990s when families were specifically asked to include income from "all household members" rather than simply "the Even Start family" as stated in previous questionnaires.

Because household income data are reported in income ranges (for example, $3,000-$5,999), it is not possible to determine precisely whether each family was above or below the federal poverty level. However, by assuming that each family received the minimum of the income range, the percentage of Even Start families below the federal poverty level is estimated to be 85 percent in 2000-2001, 82 percent in 1999-2000, 85 percent in 1998-1999, and 90 percent in 1996-1997. Although some Even Start families fell above the federal poverty level using the method described above, these families still have literacy and educational needs. Compared to families below the poverty level, families above the poverty level were more likely to have a high school diploma or GED (27 percent vs. 15 percent), more likely to be living as a couple as opposed to a single parent or extended family (70 percent vs. 45 percent), more likely to receive most of their income from wages (94 percent vs. 56 percent), more likely to have received most of their education outside the U.S. (42 percent vs. 33 percent), and less likely to be a teenage parent (15 percent vs. 19 percent).

Differences in the way that income is measured complicate comparisons between Even Start and Head Start families. Still, a comparison of the available income data shows that Even Start families appear to be a good deal poorer than Head Start families. In 1997, 41 percent of Even Start families had annual household income under $6,000 compared with 13 percent of Head Start families (Exhibits 5.5 and 5.6). At the upper end of the income scale, 4 percent of Even Start families had annual income over $25,000 in 1997, while 15 percent of Head Start families had annual income over $24,000 in that same year.

The percentage of new Even Start families that rely primarily on job wages increased from 46 percent in the mid 1990s to 66 percent in 2000-2001 (Exhibit 4.7). During this period, the percentage relying on government assistance decreased from about 50 percent to 27 percent. This substantial move away from reliance on government assistance and toward job wages is likely due to the combined effects of welfare reform, good economic times during the 1990s, and the rising percentage of teen parents in Even Start, many of whom live with their parents. In these extended households, the primary source of income often is the wage earned by the teens' parents, even if the teen parent is also receiving public assistance. This is corroborated by the finding that only 23 percent of parents who enrolled in Even Start in 2000-2001 were employed

[36] The small percentage of households with annual incomes greater than $25,000 tend to be located in areas with a high cost of living (for example, San Francisco, California, or Long Island, New York).

(see Exhibit 4.8). This means that there are many households in which most of the income comes from wages but the parent participating in Even Start is not a wage earner.

EMPLOYMENT STATUS OF PARENTS

Employment status is an important indicator of a family's capacity for self-sufficiency and has become more critical to Even Start participants in the context of welfare reform. As shown in Exhibit 4.7, wages from employment represented the primary source of income for 66 percent of Even Start families who enrolled in 2000-2001. However, only 23 percent of the parents who joined Even Start during that same year were employed full- or part-time when they enrolled (Exhibit 4.8), and this percentage does not vary for single parents, two-parent families, and extended families. This apparent contradiction is explained by the fact that about half of Even Start families are headed by couples; and in most families one parent (usually the mother—the child's primary caregiver) participates in Even Start while the other parent often is a wage earner.[37] In addition, some teen parents who live with their parents while attending high school may rely largely on incomes earned by their parents. As is shown in Exhibit 4.8, Even Start primary caregivers are less likely to be employed than the primary caregivers of Head Start children (26 percent vs. 53 percent in 1997).

RACIAL OR ETHNIC BACKGROUND

The racial/ethnic background of Even Start participants has important implications for the design and the delivery of instructional services. Race and ethnicity are related to the languages that families use at home and, for language-minority groups, their levels of English proficiency. In multi-racial or ethnic communities, educational activities offer opportunities to interact with members of different racial/ethnic groups, providing benefits for individuals and the community. At the same time, racial, ethnic, cultural, and linguistic diversity increases the difficulty of developing culturally sensitive and appropriate instructional materials and approaches.

The Even Start community includes a wide spectrum of racial and ethnic backgrounds, and notable changes in the mix of major racial and ethnic groups have occurred over time. The first two or three years of Even Start saw some sharp shifts in the racial-ethnic mix of families served. However, clear patterns have emerged since the early 1990s. The representation of Hispanic families in Even Start has more than doubled over time, from 18 percent in 1991-1992 to 46 percent in 2000-2001 (Exhibit 4.9). This rate of increase far surpassed the increase of Hispanics in the national population from 10 percent in 1992 to 12.5 percent in 2000 (Census Bureau, 2001b). Offsetting the increase in Hispanic families, the representation of Caucasian families in Even Start has declined from 45 percent to 30 percent, and African American families have declined from 27 percent to 19 percent. The percentage of Asian/Pacific Islanders and American Indian families in Even Start have remained roughly constant since the mid-1990s.

[37] This evaluation did not collect data on the employment or educational status of nonparticipating parents.

The racial and ethnic distribution of families in Even Start is quite different from that of Head Start. Exhibit 4.9 shows that in 2000, 35 percent of Head Start families were African American, 30 percent Caucasian, 29 percent Hispanic, 3 percent Asian, and 3 percent American Indian (Head Start Bureau, 2000).

EDUCATIONAL BACKGROUND

To be eligible for Even Start prior to 2001, a family must have an adult who is eligible for adult education services under the Adult Education and Family Literacy Act or who is within the state's compulsory school attendance age range. This means that we expect the parents of Even Start children to have limited good experiences within the formal school system, or have limited English proficiency.

In 2000-2001, 84 percent of the parents who were new enrollees in Even Start did not have a high school diploma or a GED, while 15 percent did have one of these credentials (Exhibit 4.10). National statistics for 2000 are that 81.6 percent of all adults over the age of 25 have an education level of high school or higher (Census Bureau, 2001c). The percentage of parents entering Even Start with at least a high school diploma or GED has been steady at between 14 percent and 17 percent since 1994-1995. Prior to that, more than 20 percent of entering parents had a diploma or GED. At the other end of the education attainment scale, about 40 percent of parents enter Even Start each year with a ninth grade education or less. Thus, more than four-fifths of the population of adults served by Even Start need a secondary level educational credential, and the 40 percent of the Even Start population that have not completed any high school face a long, difficult road before meeting their basic education goals.

But what about the 15 percent of Even Start parents that had a high school diploma or a GED when they enrolled in 2000-2001? Are they really eligible for Even Start? It is unfortunate, but a high school diploma or GED is not a guarantee of literacy, and some parents with these credentials have only minimal literacy skills. Thus, parents who have a high school diploma or GED and who remain in need of adult education services are legitimately eligible for Even Start. Exhibit 4.11 uses data from the Experimental Design Study to compare pretest scores on six subtests of the Woodcock-Johnson battery (see Chapter 6 for a description) for parents who entered Even Start with a GED or high school diploma against the pretest scores of parents who entered Even Start without these credentials. Having a GED or high school diploma does not make a consistent difference to pretest scores. Parents who entered with a GED or high school diploma scored higher on three subtests, while parents who entered without these credentials scored higher on three different subtests. This finding is consistent with research showing that while the GED may be helpful in getting a job, it is not a reliable indicator of literacy achievement (Boesel, Alsalam & Smith, 1998).

Second, a large percentage of Even Start adults are not native English speakers. Although these parents may have received a high school diploma in another country, they need ESL instruction and so are legitimate participants in Even Start. Compared to parents who did not have a high school diploma or GED at entry to Even Start, parents with a diploma or GED were more likely to be living as a couple (60 percent vs. 47 percent), more likely to receive most

of their income from wages (73 percent vs. 60 percent), more likely to have received most of their education outside the U.S. (43 percent vs. 34 percent), and less likely to be a teenage parent (three percent vs. 22 percent).

A final note is that, on the whole, Even Start parents are considerably less well-educated than Head Start parents. In 1997, 15 percent of Even Start parents had a high school diploma or GED, compared with 72 percent of Head Start parents.

ENGLISH PROFICIENCY OF ESL PARENTS

In 2000-2001, ESL parents comprised 45 percent of all newly-enrolled Even Start parents. About 75 percent of these newly-enrolled ESL parents reported difficulties in understanding, speaking, or reading English (Exhibit 4.12). The remaining quarter of newly-enrolled parents who reported speaking languages other than English at home were able to read, speak, and understand English well or very well. Of the same group of parents who spoke a language other than English at home when they entered Even Start in 2000-2001, 16 percent reported difficulties reading their native language, 10 percent had difficulties speaking their native language, and 19 percent had difficulties writing their native language (Exhibit 4.13).

On average, Hispanic parents had fewer years of formal education when they entered Even Start than Caucasian, Asian, African American, and American Indian parents (Exhibit 4.14). Parents in the latter groups had a 10^{th}- to 11^{th}-grade education, while Hispanic parents' educational experiences averaged around the ninth grade.

EXHIBIT 4.1
PERCENT OF EVEN START FAMILIES, BY REASONS FOR PARTICIPATING IN EVEN START, AND BY YEAR

REASONS FOR PARTICIPATING IN EVEN START	YEAR	
	1999-2000	2000-2001
To further my education, to get a GED	48%	47%
To become a better parent	36%	38%
To become a better teacher of my child	28%	29%
To improve my child's chance of future school success	27%	31%
To learn English	26%	28%
To improve my chances of getting a job	24%	24%
To get my child into an infant/toddler/preschool program	22%	22%
To improve the education of my family	21%	22%
To generally improve myself	20%	20%
To be with other adults	3%	2%

Notes: Parents were allowed to report up to three reasons.

Exhibit reads: In 2000-2001, 38 percent of parents reported that they participated in Even Start to become a better parent.

EXHIBIT 4.2
PERCENT OF PARTICIPATING EVEN START PARENTS, BY AGE OF PARENT, AND BY YEAR

YEAR	AGE OF PARENT			
	<20 YEARS	20-29 YEARS	30-39 YEARS	40+ YEARS
2000-2001	**18%**	46%	28%	7%
1999-2000	**18%**	47%	28%	7%
1998-1999	17%	47%	28%	8%
1997-1998	16%	48%	28%	8%
1996-1997	13%	48%	30%	9%
1995-1996	11%	52%	30%	7%
1994-1995	9%	49%	32%	**10%**
1992-1993	9%	52%	31%	8%
1989-1990	6%	**53%**	**33%**	8%

Notes: Bold shows the highest number in each column. Data are not available for 1990-1991, 1991-1992 and 1993-1994.

Exhibit reads: In 2000-2001, 18 percent of parents participating in Even Start were less than 20 years old.

EXHIBIT 4.3
PERCENT OF PARTICIPATING EVEN START CHILDREN, BY AGE OF CHILD, AND BY YEAR

	AGE OF CHILD					
YEAR	0-2 YEARS	3-4 YEARS	5 YEARS	6-7 YEARS	8-9 YEARS	10+ YEARS
2000-2001	**40%**	28%	11%	14%	5%	3%
1999-2000	37%	29%	11%	15%	5%	3%
1998-1999	38%	29%	11%	15%	5%	2%
1997-1998	36%	29%	12%	16%	5%	2%
1996-1997	30%	42%		17%	7%	4%
1995-1996	32%	46%		16%	4%	2%
1994-1995	29%	42%		16%	6%	**7%**
1992-1993	21%	**54%**		21%	4%	0%
1990-1991	15%	43%		29%	**13%**	0%
1989-1990	15%	45%		**30%**	10%	0%

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994.
Exhibit reads: In 2000-2001, 40 percent of children participating in Even Start were 0 to 2 years old.

EXHIBIT 4.4
PERCENT OF NEW EVEN START FAMILIES, BY HOUSEHOLD STRUCTURE, AND BY YEAR

	HOUSEHOLD STRUCTURE		
YEAR	TWO-PARENT FAMILY	SINGLE-PARENT FAMILY	EXTENDED FAMILY
2000-2001	49%	25%	26%
1999-2000	47%	26%	**27%**
1998-1999	48%	32%	20%
1997-1998	47%	34%	19%
1996-1997	46%	38%	16%
1995-1996	47%	39%	14%
1994-1995	49%	39%	12%
1992-1993	**51%**	37%	12%
1990-1991	48%	**40%**	12%
1989-1990	50%	40%	10%
Head Start (fall 1997)	*43%*	*34%*	*23%*

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994. Starting in 1999-2000, more refined definitions were provided to respondents regarding each type of household structure. Head Start data are from U.S. Department of Health and Human Services (2001c, p.49).
Exhibit reads: In 2000-2001, 49 percent of Even Start families were two-parent families.

EXHIBIT 4.5
PERCENT OF NEW EVEN START FAMILIES, BY ANNUAL HOUSEHOLD INCOME, AND BY YEAR

YEAR	INCOME CATEGORY								PERCENT UNDER FED POV LEVEL
	<$3,000	$3,000-$5,999	$6,000-$8,999	$9,000-$11,999	$12,000-$14,999	$15,000-$19,999	$20,000-$24,999	>$25,000	
2000-2001	14%	14%	11%	13%	14%	**14%**	**11%**	**9%**	84%
1999-2000	14%	14%	11%	13%	**15%**	**14%**	10%	8%	82%
1998-1999	17%	16%	13%	13%	13%	12%	9%	7%	85%
1996-1997	**19%**	22%	15%	14%	11%	9%	6%	4%	**90%**
1995-1996	17%	**23%**	16%	14%	11%	9%	6%	4%	NA
1994-1995	16%	**23%**	**17%**	**15%**	12%	8%	5%	4%	NA
	<$5,000	$5,000-$9,999	$10,000-$14,999	$15,000-$19,999	$20,000-$24,999	>$25,000			
1992-1993	35%	31%	17%	9%	4%	4%			NA
1990-1991	41%	30%	15%	7%	4%	3%			NA
1989-1990	35%	36%	17%	6%	3%	3%			NA

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. Income categories changed in 1993-1994. After 1996-1997, projects were specifically asked to include incomes of all household members.

Exhibit reads: In 2000-2001, 14 percent of Even Start families had annual household income below $3,000.

EXHIBIT 4.6
PERCENT OF HEAD START FAMILIES, BY ANNUAL HOUSEHOLD INCOME

INCOME CATEGORY	PERCENT OF HEAD START FAMILIES (FALL 1997)
> $30,000	8%
$24,000 - $29,999	7%
$18,000 - $23,999	16%
$12,000 - $17,999	26%
$6,000 - $11,999	30%
$3,000 - $5,999	10%
$0 - $2,999	3%

Notes: Head Start data are from U.S. Department of Health and Human Services (2001c, p.51).

Exhibit reads: In fall 1997, three percent of Head Start families had annual household income under $3,000.

EXHIBIT 4.7
PERCENT OF NEW EVEN START FAMILIES, BY PRIMARY SOURCE OF HOUSEHOLD INCOME, AND BY YEAR

YEAR	PRIMARY SOURCE OF HOUSEHOLD INCOME		
	GOVERNMENT ASSISTANCE	JOB WAGES	ALIMONY/OTHER
2000-2001	27%	**66%**	7%
1999-2000	30%	64%	6%
1998-1999	32%	61%	7%
1996-1997	43%	49%	**8%**
1995-1996	47%	46%	7%
1994-1995	47%	46%	7%
1992-1993	49%	46%	5%
1990-1991	**52%**	47%	1%
1989-1990	48%	52%	NA

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. "Alimony/other" was not a valid category in 1989-1990.

Exhibit reads: In 2000-2001, 27 percent of Even Start families relied primarily on government assistance for income.

EXHIBIT 4.8
PERCENT OF NEW EVEN START FAMILIES, BY EMPLOYMENT STATUS OF PARENT AT ENTRY TO EVEN START, AND BY YEAR

YEAR	EMPLOYMENT STATUS OF PARENT		
	EMPLOYED FULL-TIME	EMPLOYED PART-TIME	UNEMPLOYED
2000-2001	**23%**		77%
1999-2000	22%		**78%**
1998-1999	13%	13%	74%
1996-1997	14%	12%	74%
1995-1996	12%	11%	77%
1994-1995	16%	11%	73%
1992-1993	16%	8%	76%
1990-1991	22%	10%	68%
1989-1990	21%	10%	69%
Head Start (fall 1997)	*53%*		*47%*

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. In 1999-2000, parents were asked separately whether they worked, and for how many hours. In earlier years, parents were asked whether they worked full-time or part-time. Head Start data are from U.S. Department of Health and Human Services (2001c, p.52). Percent employed in 2000-2001 (23 percent) is the same for single parents, two-parent families, and extended families.

Exhibit reads: In 2000-2001, 23 percent of parents were employed full-time when they entered Even Start.

EXHIBIT 4.9
PERCENT OF PARTICIPATING EVEN START PARENTS, BY RACIAL-ETHNIC BACKGROUND, AND BY YEAR

	RACIAL-ETHNIC BACKGROUND						
YEAR	HISPANIC	CAUCASIAN	AFRICAN-AMERICAN	AMER. INDIAN	ASIAN/PAC ISLANDER	HAWAIIAN	MULTI-RACIAL
2000-2001	**46%**	30%	19%	3%	2%	**<1%**	**<1%**
1999-2000	43%	31%	19%	3%	2%	**<1%**	**<1%**
1998-1999	41%	30%	22%	3%	4%	NA	NA
1997-1998	38%	32%	23%	3%	4%	NA	NA
1996-1997	39%	32%	21%	3%	5%	NA	NA
1995-1996	35%	34%	23%	2%	6%	NA	NA
1994-1995	36%	34%	23%	2%	5%	NA	NA
1992-1993	22%	40%	26%	4%	**8%**	NA	NA
1991-1992	18%	**45%**	27%	**6%**	4%	NA	NA
1990-1991	19%	45%	26%	6%	4%	NA	NA
1989-1990	17%	38%	**36%**	5%	4%	NA	NA
Head Start (2000)	*29%*	*30%*	*35%*	*3%*	*3%*		*NA*

Notes: Bold shows the highest number in each column. Data are not available for 1993-1994. Data for 1999-2000 used race and ethnicity categories from the 2000 U.S. Census, in which individuals could identify themselves as belonging to more than one racial category. To make race/ethnicity data consistent across years, the 1999-2000 and 2000-2001 data reflect Hispanic ethnicity alone or in combination with other races. Head Start data are from U.S. Department of Health and Human Services (2001b).

Exhibit reads: In 2000-2001, 46 percent of Even Start parents were Hispanic.

EXHIBIT 4.10
PERCENT OF NEW EVEN START PARENTS, BY EDUCATIONAL BACKGROUND AT ENROLLMENT, AND BY YEAR

	EDUCATIONAL BACKGROUND AT ENROLLMENT					
YEAR	HS, GED OR HIGHER	SPECIAL ED DIPLOMA	GRADES 10-12	GRADES 7-9	GRADES 1-6	NO SCHOOL
2000-2001	15%	**1%**	39%	30%	**13%**	1%
1999-2000	17%	**1%**	39%	30%	12%	1%
1998-1999	15%	NA	40%	31%	12%	**2%**
1997-1998	15%	NA	41%	**32%**	10%	**2%**
1996-1997	14%	NA	42%	30%	12%	**2%**
1995-1996	14%	NA	**43%**	30%	11%	**2%**
1994-1995	16%	NA	41%	29%	12%	**2%**
1992-1993	21%	NA	40%	25%	12%	**2%**
1990-1991	**23%**	NA	40%	26%	9%	**2%**
1989-1990	23%	NA	43%	22%	10%	**2%**
Head Start (fall 1997)	*72%*		*28%*			

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994. Head Start data are from U.S. Department of Health and Human Services (2001c, p.53).

Exhibit reads: In 2000-2001, 15 percent of new Even Start parents had a high school diploma or a GED.

Exhibit 4.11: Pretest Score on Woodcock-Johnson Subtest, by Educational Level of Parent at Entry to Even Start

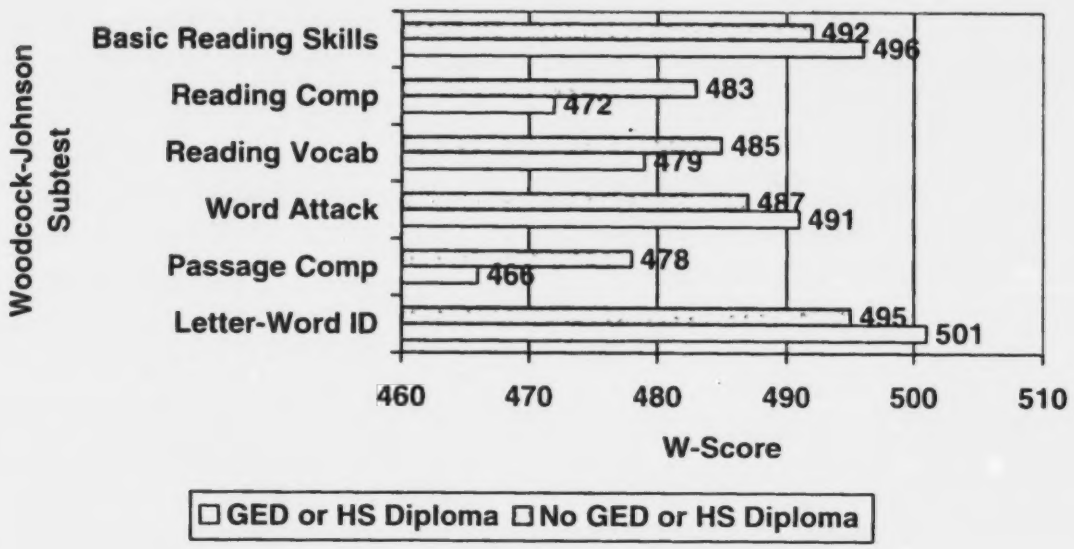

EXHIBIT 4.12
PERCENT OF NEW EVEN START ESL PARENTS, BY LIMITED ENGLISH PROFICIENCY LEVEL, AND BY YEAR

YEAR	LIMITED ENGLISH PROFICIENCY LEVEL		
	READ ENGLISH NOT WELL/NOT AT ALL	SPEAK ENGLISH NOT WELL/NOT AT ALL	UNDERSTAND ENGLISH NOT WELL/NOT AT ALL
2000-2001	75%	78%	72%
1999-2000	75%	77%	71%
1998-1999	76%	79%	73%
1996-1997	76%	77%	71%
1995-1996	76%	78%	73%
1994-1995	77%	76%	71%
1992-1993	**85%**	76%	77%
1990-1991	81%	79%	75%
1989-1990	77%	**83%**	**83%**

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. ESL parents comprised 45 percent of all newly-enrolled parents in 2000-2001.

Exhibit reads: In 2000-2001, 75 percent of ESL parents read English "not well" or "not at all."

EXHIBIT 4.13
PERCENT OF NEW EVEN START ESL PARENTS, BY NATIVE LANGUAGE PROFICIENCY LEVEL, AND BY YEAR

NATIVE LANGUAGE PROFICIENCY LEVEL	YEAR	
	1999-2000	2000-2001
Read native language not well/not at all	17%	16%
Speak native language not well/not at all	11%	10%
Write native language not well/not at all	19%	18%

Notes: Data are not available for 1989-1990 through 1998-1999.

Exhibit reads: In 2000-2001, 16 percent of ESL parents read their native language "not well" or "not at all."

EXHIBIT 4.14
AVERAGE YEARS OF EDUCATION COMPLETED AT ENROLLMENT FOR NEW EVEN START PARENTS, BY RACIAL/ETHNIC GROUP, AND BY YEAR

RACIAL/ETHNIC GROUP	YEAR	
	1999-2000	2000-2001
Hispanic or Latino	8.9 yrs	8.8 yrs
Caucasian	10.4 yrs	10.3 yrs
African-American	10.3 yrs	10.2 yrs
Asian or Pacific Islander	9.1 yrs	9.9 yrs
American Indian	10.7 yrs	10.5 yrs

Notes:

Exhibit reads: In 2000-2001, Hispanics entered Even Start having completed an average of 8.8 years of education.

CHAPTER 5: PARTICIPATION PATTERNS IN EVEN START

One of the most basic indicators of the success of any voluntary social or educational program is the extent to which families participate—the degree to which they take advantage of the services that are offered. Even Start does not have a fixed program duration, that is, families are not required or asked to participate for any particular period of time or engage in any specific amount of instruction. However, the legislation requires that family literacy services be "of sufficient hours, and of sufficient duration, to make sustainable changes in a family." Even Start projects are supposed to recruit families that are most in need within a community and serve children in at least a three-year age range, setting the expectation for a relatively long period of participation to achieve the goal of sustainable change. Key findings from this chapter are:

- In 2000-2001, 82 percent of Even Start families participated in all instructional services, 84 percent of parents participated in adult education, 89 percent of parents participated in parenting education, and 95 percent of children participated in early childhood education.
- About half of the 66,000 families that joined Even Start between 1997-1998 and 2000-2001 left the program within 10 months while about half were enrolled for more than 10 months. Of all families that enrolled in Even Start during these four years, 28.4 percent left within six months, 65.6 percent left within 12 months, 77.8 percent left within 18 months, 88.7 percent left within 24 months, and 1.6 percent were still participating after 48 months.
- The length of enrollment in Even Start is greater than the number of months in which services were actually received. The average Even Start family was enrolled for 10 months (time between joining and leaving the program) but received instructional services in only seven of those months. Thus, the average Even Start family had three months of enrollment during which they did not receive any instruction.
- In 2000-2001, parents participated in an average of 42 hours of parenting education (5.8 hours per month for 7.1 months), 38 hours of parent-child activities (5.2 hours per month for 7.1 months), and 141 hours of adult education (19.6 hours per month for 7.0 months). The latter statistic is more than double the hours of participation in adult education nationally. Children birth to two participated in an average of 159 hours of early childhood education (23.0 hours per month for 6.7 months), children age three and four participated for an average of 254 hours (32.7 hours per month for 7.4 months), and children age five participated for an average of 246 hours (30.2 hours per month for 7.8 months).
- In 2000-2001, parents participated in about 30 percent of the adult education hours offered to them, 24 percent of the parenting education hours offered, and 25 percent of parent-child activities. Birth to two-year-old children participated in 30 percent of the early childhood education hours offered to them, three and four year olds participated in 37 percent of the hours offered, five year olds participated in 44 percent of the hours offered, and six and seven year olds participated in 62 percent of the hours offered.

PARTICIPATION IN ALL INSTRUCTIONAL SERVICES

Families who join Even Start are expected to participate in each instructional service. In Even Start's first year, only 46 percent of enrolled families participated in all instructional activities. In each subsequent year, between 75 and 93 percent of enrolled families participated in all instructional services (Exhibit 5.1).[38] In 2000-2001, 82 percent of Even Start families participated in all four instructional services. This means that 18 percent of the families participated in some, but not all, instructional services. While the data do not allow us to examine reasons for partial participation, these may include children who continue to participate after their parents completed their program goals, new projects that offer partial services in their beginning months, parents who continue after children are beyond the age of eligibility, or some parents being more interested in adult education than child education. Several programmatic and family characteristics are related to participation in all instructional services (Exhibit 5.2). A family is more likely to participate in all instructional services when it receives several support services, when the parent's education level is low, when the parent is young, when the participating child is young, and when the family is Hispanic rather than African-American. Age of the project seems unrelated to the extent to which families participate in instructional services.

PARTICIPATION OF PARENTS

PERCENTAGE OF PARTICIPATING PARENTS

One of the requirements for allowing a family to participate in Even Start is a parent's regular involvement in adult education and parenting education. In 2000-2001, 84 percent of all parents (new and continuing) participated in some form of adult education, and 89 percent participated in parenting education (Exhibit 5.3). The rate of participation in adult education is lower in 2000-2001 than it was in 1997-1998. Some families participate in Even Start by virtue of "continuing eligibility" whereby a child continues to receive Even Start services after his or her parent has completed the adult education requirements. In these families, adults are not expected to continue participation in adult education.

The type of adult education in which parents participated depended on their education and English proficiency levels (Exhibit 5.4). As would be expected, most parents with limited English proficiency participated in ESL programs, regardless of the amount of schooling they had completed on entry to Even Start. About two-thirds of the parents who entered Even Start with a 7th to 12th grade education (but without a high school diploma) and who were proficient in English participated in GED preparation services; about 30 percent of these parents participated in Even Start adult secondary programs. Thirty to 45 percent of the English-proficient parents who entered with a 6th grade or less education participated in beginning, intermediate or secondary adult education. It is strikingly optimistic that almost 50 percent of English-speaking parents who entered Even Start with a 6th grade education or less were in GED preparation.

[38] Families with missing data in one or more service area were excluded from the participation rate calculation since we did not know whether these families participated in all instructional service areas. A child or parent is defined as having participated in an instructional service if the project recorded one or more hours of instruction for them.

Participation in parenting education and parent-child joint activities was consistent across all groups of parents. More than 90 percent participated in parenting education regardless of English proficiency or educational background.

ANNUAL HOURS OF PARTICIPATION

Adult Education. During the first Even Start evaluation, average annual hours of participation in adult education increased steadily—from 68 hours per year in 1990-1991, to 91 hours in 1991-1992, and to 107 hours in 1992-1993. The latter figure represents 13.7 hours per month over an average of 7.8 months of participation (St.Pierre, et al., 1995, p. 138). These findings, based on a relatively small number of maturing projects, indicated that hours of participation increased as projects gained experience.

During the second national evaluation, average annual hours of participation in adult education stabilized after the increases evident in the program's early years. From 1994-1995 to 1996-1997, average annual hours of participation in adult education ranged from 92 to 96 hours, based on data from all Even Start projects, including both new and mature projects, and new enrollees and continuing participants.

In the present evaluation, projects reported the number of hours of each instructional service that each parent/child received in each month that they were enrolled. Compared to data from prior Even Start evaluations, data from this study show that the average amount of adult education instruction has increased to between 135 and 156 annual hours, depending on the year (Exhibit 5.5). In 2000-2001, parents received an average of 19.6 hours of adult education services per month for an average of seven months. This is roughly 30 percent of the hours of adult education offered to parents (see Chapter 2 for data on annual hours offered). These annual averages are greater than the hours reported under previous evaluations and are about double the hours of participation in adult education programs nationally (Development Associates, 1994).[39]

Parenting Education. The number of hours of parenting education that parents received decreased over the course of the first and second evaluations. The average parent participated for 58 hours per year in 1992-1993 (based on participants in 120 mature projects), higher than 32 hours in 1994-1995, 27 hours in 1995-1996, and 28 hours in 1996-1997. During the first years of the third evaluation, parenting education participation hours appear to have reversed their declines. Annual participation averaged 42 hours in 2000-2001 and 1999-2000, 52 hours in 1997-1998 and 53 hours in 1998-1999 (Exhibit 5.5). This is about 24 percent of the hours of parenting education offered to parents (see Chapter 2 for data on annual hours offered). In 2000-2001, parents received instruction in parenting education for an average of 7.1 months and 5.8 hours per month.

[39] This increase may reflect a new method of estimating hours of participation. In previous evaluations, projects reported hours of instruction received for the entire year. In 1997-1998 and 1998-1999 projects reported number of hours received in a typical month and the number of months of participation. In 1999-2000 and 2000-2001, projects reported actual hours of instruction received by each parent/child on a monthly basis.

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Parent-Child Joint Activities. Hours of participation in parent-child joint activities were first reported in 1999-2000 and 2000-2001. In each of these years, parents spent about 40 hours in these activities (Exhibit 5.5). This is about 25 percent of the hours of parent-child activities offered to parents (see Chapter 2 for data on annual hours offered). In 2000-2001, parents received instruction in parent-child activities for an average of 7.1 months and 5.2 hours per month.

Relationship between Amount of Participation and Project/Family Characteristics

Adult Education. In the second Even Start evaluation, Tao, Gamse, and Tarr (1998, Exhibit C.7) examined the relationship between project characteristics and annual hours of participation and found that the number of support services that families received and the amount of adult education offered had a positive relationship to adult education participation hours. Examining the relationship between monthly hours of participation and several variables shows a similar pattern for 2000-2001 (Exhibit 5.6).[40]

- *Number of Support Services Families Received.* Families that received between five and nine support services participated in an average of 181 hours of adult education per year, compared to 81 hours per year for families who received no support services.
- *Hours of Adult Education Offered per Month.* Participation hours were higher in projects that offered more hours of adult education services when compared with projects with lower service intensity. Parents in projects that offered 54 or more hours of adult education per month participated an average of 201 annual hours, compared to an average of 94 annual hours in projects that offered less than 20 hours per month of adult education services.
- *Parent's Education Level.* Parents who enrolled in Even Start having only completed grades 0-6 spent less time in adult education (average of 130 hours per year) than parents who entered with a higher education level.
- *Parent's Age.* Teen parents were the most active participants in adult education. They participated for an average of 214 hours per year, compared with about 140 hours per year for older parents.

Parenting Education. An analysis of 1996-1997 Even Start data examined factors related to parents' participation in parenting education (Tao, Gamse, & Tarr, 1998, Exhibit C.8). An updated analysis using 2000-2001 data shows that hours of participation in parenting education were related to the following features of projects and program operations (Exhibit 5.6):

- *Number of Support Services Families Received.* Families receiving five to nine types of support services participated an average of 57 hours per year in parenting education, compared to 23 hours for families that received no support services.

[40] Causal interpretations of these results should be made with caution. For example, the relationship between support services received and participation hours may mean that regularly participating families had more chances to receive support services, rather than receipt of more support services leading to more hours of participation.

- *Hours of Parenting Education Offered per Month.* Parents in projects offering fewer than five hours of parenting education per month participated for an average of 24 hours per year compared to 65 hours per year for parents in projects offering 18 or more hours of parenting education each month.

Data from the first and second national evaluations showed a generally positive relationship between project age and annual parenting education participation hours. However, this relationship was not found in the more recent data.

Parent-Child Joint Activities. The same pattern is seen for parent-child activities as for parenting education. In particular, parents in projects offering fewer than five hours of parent-child activities per month participated for an average of 25 hours per year compared to 66 hours per year for parents in projects offering 15 or more hours of parent-child activities each month.

PARTICIPATION IN EARLY CHILDHOOD EDUCATION

PERCENTAGE OF PARTICIPATING CHILDREN

Ninety-five percent of Even Start children in 2000-2001 participated in some form of early childhood education services (Exhibit 5.7). This percentage has been constant for several years. The most commonly used types of early childhood education services in 2000-2001 were organized, center-based programs (56 percent of all children) and individualized, home-based programs (40 percent of all children). These percentages vary little across the years covered by the third national evaluation. As expected, the early childhood service received by most Even Start children age five and older was coordination of Even Start with compulsory education (Exhibit 5.8). Participation in Even Start-sponsored center-based programs and home-based services was more common among infants and toddlers (ages birth to two years) as well as preschoolers (age three to four years) than among kindergarten and school-age children.

ANNUAL HOURS OF PARTICIPATION

In 2000-2001, Even Start infants and toddlers (birth to two years old) received an average of 159 hours (6.7 months and 23.0 hours per month) of instruction in early childhood education (Exhibit 5.9). This is about 30 percent of what was offered. Preschoolers (three and four years old) received an average of 254 hours of instruction (7.4 months and 32.7 hours per month) or 37 percent of what was offered, kindergarteners (five year olds) received an average of 246 hours of instruction (7.8 months and 30.2 hours per month) or 44 percent of what was offered, and school-age children (six and seven year olds) received an average of 172 hours of instruction (8.0 months and 21.4 hours per month) or 62 percent of what was offered (see Chapter 2 for data on annual hours offered). Hours of instruction for infants/toddlers and preschoolers were relatively constant throughout the third evaluation. Hours of instruction for kindergarteners and school-age children appeared to decrease, but this was due to a change in instructions, asking project staff to exclude hours of compulsory education in 1999-2000 and 2000-2001.

Relationship Between Amount of Early Childhood Education Participation and Project or Family Characteristics

Analysis of data from the second national Even Start evaluation (see Chapter 6 in Tao, Gamse, & Tarr, 1998) identified several parent, child, and project characteristics that were related to measures of participation in early childhood education. An updated analysis using data from 2000-2001 shows that annual participation hours in early childhood education were related to the following factors (Exhibit 5.10):

- *Child Age.* Children age three to five years participated for more hours than younger (birth to two) and older (age six and seven) children.
- *Number of Support Services Received.* As was the case for their parents, children participated for more hours if they were in families who received high levels of support services. Children in families receiving five to nine support services participated in an average of 237 hours of early childhood education that year, compared with only 147 hours for children in families receiving no support services.
- *Hours of Early Childhood Education Offered per Month.* Children in projects offering less than 20 hours per month of early childhood education averaged 133 hours per year of participation, compared to 288 participation hours for children in projects offering 60 or more hours of services monthly.
- *Parent Education Level.* Children of parents with a high school diploma or GED participated for more hours (average of 232) than children of parents who did not have one of these educational credentials.
- *Parent Age.* Children of older parents participated for more hours per year (average of 231) than children of younger parents.

Entry to and Length of Participation in Even Start

Many Even Start projects operate under a rolling admission policy whereby families can enroll throughout the year. Further, participation in Even Start is open-ended, with no set length of expected participation. Therefore, families can enter Even Start at any time of the year, and can leave at any time. Thus, at the beginning of each program year some families are new to Even Start, and others are continuing participants from the prior year. Then, throughout the year, additional new families enroll. Also throughout the year, some of the newly-enrolled families and some of the families that continued from the previous year leave the program.

It was not possible to fully investigate this complicated pattern of entering and leaving Even Start with data from the previous national evaluations because those studies did not collect family-level information on enrollment and exit dates. Those evaluations told us whether each family participated in Even Start during each year but not how long they participated. Therefore, estimates of length of participation and program retention from the first and second national evaluations were based on relatively crude data. The present study allows a better analysis of

enrollment and retention patterns by examining data from the four cohorts of families that joined Even Start in the 1997-1998, 1998-1999, 1999-2000 and 2000-2001 program years.

Pattern of Entry to Even Start

Many Even Start project directors report that they have a rolling admissions policy. An analysis of enrollment dates shows the percentage of families that enrolled in each month during the four years of the third national evaluation (Exhibit 5.11). The data confirm what project directors say, that Even Start families do indeed enter throughout the year. As expected, a somewhat larger percentage of families enter in the late summer and fall (August-September-October), and after the winter holidays (January-February) than in other months. About 60 percent of the families in each year were enrolled in the first half of the program year, between July and December; conversely, about 40 percent enrolled between January and June. These percentages are quite consistent across program years.

Length of Participation

Prior Even Start evaluations were only able to tell whether a family was present or absent at some point during each program year, not how long the family participated. So, in the first and second national evaluations, a family that enrolled at the end of one program year (e.g., May) and then left at the beginning of the next year (e.g., August), would count as having participated in two program years, when in reality the family participated for only four months.

Families that Joined Even Start Between 1997-1998 and 2000-2001. Enrollment and exit dates from the present evaluation were used to improve on prior analyses by looking at newly enrolled families and calculating the percentage of families that were enrolled in Even Start for at least one, two, three, etc. months. We had data on 66,541 families that joined Even Start during either the 1997-1998, 1998-1999, 1999-2000 or 2000-2001 program years. For this analysis, the year in which a family leaves Even Start is irrelevant. What is important is the number of months between their enrollment and exit dates.

About half of the families that joined Even Start during the four-year period between 1997-1998 and 2000-2001 left the program within 10 months; while about half were enrolled for more than 10 months (Exhibit 5.12). Of all families that enrolled in Even Start during these four years, 28.4 percent left within six months, 65.6 percent left within 12 months, 77.8 percent left within 18 months, 88.7 percent left within 24 months, and so on. About two percent were still enrolled after 48 months in the program.

It should be noted that the length of enrollment in Even Start is greater than the number of months in which services were received. The average Even Start family was enrolled for 10 months (the time between joining and leaving the program) but received instructional services in only seven of those months. Thus, the average Even Start family had three months of enrollment during which they did not receive any instruction. This could occur in projects that do not

provide instructional services during the summer, or if a family has poor attendance, temporarily drops the program, or leaves the country for a period of time.

The number of months of enrollment in Even Start is shown separately for families who joined in each year (1997-1998, 1998-1999, 1999-2000, 2000-2001) in Exhibit 5.13. In this exhibit, families that joined in 1997-1998 could be enrolled for as many as 48 months, while families that joined in 2000-2001 could only be enrolled for a maximum of 12 months.

REASONS FOR LEAVING EVEN START

Even Start project directors reported that 40 percent of the families that participated during 1999-2000 and 36 percent of the families that participated during 2000-2001 left the program during the year and gave one or more reasons for leaving (additional families left the program but did not give a reason for leaving). While no data are available for families that either left during the year and did not provide a reason, or that may leave prior to the start of the next program year, it could well be that these "non-responding" families leave for reasons that are different from families that report a reason for leaving.

Even Start has no standard criteria for "goal completion." Goals for each family likely reflect the educational needs and capacities of participants and the educational curriculum offered by the project. Accordingly, the determination of goal completion is also likely to be specific to each family. Seventeen percent of the families that left Even Start in 2000-2001 did so after completing their planned educational goals (Exhibit 5.14). Comparisons among participant groups shows that rates of leaving the program after meeting goals vary by parent age and educational level (Exhibit 5.15). Parents who entered Even Start with a higher level of education and parents who entered in their 20s were most likely to meet their goals.

Of the families that left Even Start during 2000-2001, 20 percent left Even Start because parents found employment that conflicted with continued participation; 16 percent moved out of Even Start service areas; and seven percent left because they switched to other educational or job-training programs or to look for employment (Exhibit 5.14). Twenty-two percent left because of various motivational problems (for instance, poor attendance; family problems and crises preventing participation; and lack of interest). In addition, 21 percent of families that left Even Start in 2000-2001 did so for reasons other than those listed in Exhibit 5.14 such as health problems, maternity leave or the arrival of a new infant, lack of transportation, homelessness, and termination or reduction of Even Start services due to insufficient resources.

We hypothesized that short-term participants (families that participated for three or fewer months) might have different background characteristics than long-term participants (families that participated for 12 or more months). Compared to short-term participants, families that stayed in Even Start for more than one year were more likely to be Hispanic (less likely to be black or white) (Exhibit 5.16). Education level was not related to length of participation.

EXHIBIT 5.1
PERCENT OF EVEN START FAMILIES THAT PARTICIPATED IN ALL OF EVEN START'S INSTRUCTIONAL SERVICES, BY YEAR

YEAR	FOUR INSTRUCTIONAL SERVICES (1) ADULT EDUCATION (2) PARENTING EDUCATION (3) EARLY CHILDHOOD EDUCATION (4) PARENT-CHILD ACTIVITIES	THREE INSTRUCTIONAL SERVICES (1) ADULT EDUCATION (2) PARENTING EDUCATION (3) EARLY CHILDHOOD EDUCATION
2000-2001	82%	84%
1999-2000	81%	83%
1998-1999	NA	91%
1997-1998	NA	87%
1996-1997	NA	93%
1995-1996	NA	75%
1994-1995	NA	80%
1992-1993	NA	86%
1991-1992	NA	84%
1990-1991	NA	75%
1989-1990	NA	46%

Notes: There were four instructional services in 1999-2000 and 2000-2001: adult education, parenting education, early childhood education, and parent-child joint activities. In prior years, parent-child joint activities was not considered an instructional service. Data are not available for 1993-1994.

Exhibit reads: In 2000-2001, 82 percent of Even Start families participated in all four instructional services.

EXHIBIT 5.2
PERCENT OF EVEN START FAMILIES THAT PARTICIPATED IN ALL FOUR OF EVEN START'S INSTRUCTIONAL SERVICES, BY PROJECT/FAMILY CHARACTERISTICS, AND BY YEAR

PROJECT/FAMILY CHARACTERISTIC	YEAR	
	1999-2000	2000-2001
Number of Support Services Received by Family		
0 support services	50%	53%
1-2 support services	76%	78%
3-4 support services	86%	86%
5-9 support services	90%	91%
Project Age		
1-2 years	80%	79%
3-4 years	82%	82%
5-6 years	81%	80%
7+ years	81%	84%
Parent Education Level		
Grades 0-6	84%	86%
Grades 7-9	84%	85%
Grades 10-12	82%	81%
HS diploma or GED	75%	77%
Parent Age		
15-19 years	85%	84%
20-29 years	82%	83%
30-39 years	80%	81%
40+ years	75%	77%
Child Age		
0-2 years	86%	86%
3-4 years	84%	85%
5 years	77%	81%
6-7 years	75%	78%
8+ years	70%	72%
Race/Ethnicity		
Hispanic	84%	86%
African-American	77%	76%
Caucasian	81%	80%
Total	**81%**	**82%**

Notes: Instructional services include early childhood education, adult education, parenting education and parent-child together activities.

Exhibit reads: In 2000-2001, 50 percent of the Even Start families that received no support services participated in all four instructional services.

EXHIBIT 5.3
PERCENT OF EVEN START PARENTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE IN WHICH THEY PARTICIPATED, AND BY YEAR

ADULT INSTRUCTIONAL SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
Parent Education				
Parenting education	89%	89%	88%	89%
Parent-child joint activities	NA	NA	88%	89%
Adult Education				
Adult basic education (0-4)	15%	15%	11%	11%
Adult basic education (5-8)	22%	18%	15%	13%
Adult secondary education (9-12)	29%	27%	19%	17%
GED preparation	43%	44%	38%	38%
English as a second language	38%	39%	37%	40%
High school (for teen parents)	NA	NA	5%	6%
Total: No adult education service	**8%**	**10%**	**18%**	**16%**
Total: Any adult ed service	**92%**	**90%**	**82%**	**84%**

Notes: Column percentages do not total to 100 percent because adults can participate in more than one type of adult education service.

Exhibit reads: In 2000-2001, 89 percent of Even Start parents participated in parenting education.

EXHIBIT 5.4
PERCENT OF NEW EVEN START PARENTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE IN WHICH THEY PARTICIPATED, AND BY ENTERING EDUCATION LEVEL AND ENGLISH PROFICIENCY (2000-2001)

ADULT INSTRUCTIONAL SERVICE	NEW PARENTS PROFICIENT IN ENGLISH				NEW PARENTS WITH LIMITED ENGLISH PROFICIENCY			
	GR 0-6	GR 7-9	GR 10-12	HS/ GED	GR 0-6	GR 7-9	GR 10-12	HS/ GED
Parent Education								
Parenting education	98%	95%	94%	89%	90%	94%	94%	93%
Parent-child joint activities	96%	92%	92%	94%	94%	95%	97%	96%
Adult Education								
Adult basic education (0-4)	30%	11%	9%	4%	11%	13%	11%	6%
Adult basic education (5-8)	45%	27%	20%	9%	4%	5%	5%	3%
Adult secondary education (9-12)	42%	26%	29%	17%	1%	7%	8%	5%
GED preparation	49%	68%	65%	12%	8%	25%	26%	10%
English as a second language	19%	2%	2%	4%	88%	87%	88%	92%
High school (for teen parents)	7%	10%	15%	2%	0%	1%	1%	0%
Total: No adult education service	**8%**	**13%**	**18%**	**63%**	**7%**	**4%**	**4%**	**3%**
Total: Any adult ed service	**92%**	**87%**	**82%**	**37%**	**93%**	**96%**	**96%**	**97%**

Notes: Column percentages do not total to 100 percent because adults can participate in more than one type of adult education service.

Exhibit reads: In 2000-2001, 98 percent of Even Start parents who entered with 0-6 years of education participated in parenting education.

EXHIBIT 5.5
AVERAGE ANNUAL AND MONTHLY HOURS OF INSTRUCTION IN ADULT INSTRUCTIONAL SERVICES, BY YEAR

ADULT INSTRUCTIONAL SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
All Types of Adult Education				
Annual hours	149 hrs	156 hrs	135 hrs	141 hrs
N of months	NA	NA	7.0 mths	7.0 mths
Monthly hours	NA	NA	19.1 hrs	19.6 hrs
Parenting Education				
Annual hours	52 hrs	53 hrs	42 hrs	42 hrs
N of months	NA	NA	7.1 mths	7.1 mths
Monthly hours	NA	NA	5.8 hrs	5.8 hrs
Parent-Child Joint Activities				
Annual hours	NA	NA	40 hrs	38 hrs
N of months	NA	NA	7.1 mths	7.1 mths
Monthly hours	NA	NA	5.4 hrs	5.2 hrs

Notes: The data do not distinguish between hours of participation in various forms of adult education. Monthly hours were collected only for 1999-2000 and 2000-2001.

Exhibit reads: In 2000-2001, Even Start parents received in an average of 141 hours of adult education.

EXHIBIT 5.6
AVERAGE ANNUAL HOURS OF INSTRUCTION IN ADULT INSTRUCTIONAL SERVICES, BY PROJECT AND PARENT CHARACTERISTICS (2000-2001)

PROJECT/PARENT CHARACTERISTIC	ADULT INSTRUCTIONAL SERVICE		
	ADULT EDUCATION	PARENTING EDUCATION	PAR-CHI JOINT ACTIVITIES
Number of Support Services Received			
0 support services	81 hrs	23 hrs	26 hrs
1-2 support services	112 hrs	32 hrs	30 hrs
3-4 support services	140 hrs	40 hrs	37 hrs
5-9 support services	181 hrs	57 hrs	53 hrs
Monthly Hours of Adult Education Offered			
1-20 hours	94 hrs	NA	NA
21-32 hours	130 hrs	NA	NA
33-54 hours	154 hrs	NA	NA
>54 hours	201 hrs	NA	NA
Monthly Hours of Parenting Education Offered			
1-5 hours	NA	24 hrs	NA
6-10 hours	NA	36 hrs	NA
11-18 hours	NA	47 hrs	NA
>18 hours	NA	65 hrs	NA
Monthly Hours of Parent-Child Activities Offered			
1-5 hours	NA	NA	25 hrs
6-10 hours	NA	NA	35 hrs
11-15 hours	NA	NA	45 hrs
>15 hours	NA	NA	66 hrs
Parent Education Level			
Grades 0-6	130 hrs	44 hrs	41 hrs
Grades 7-9	147 hrs	44 hrs	40 hrs
Grades 10-12	147 hrs	40 hrs	37 hrs
HS diploma or GED	145 hrs	48 hrs	47 hrs
Parent Age			
15-19 years	214 hrs	42 hrs	34 hrs
20-29 years	119 hrs	41 hrs	39 hrs
30-39 years	137 hrs	45 hrs	44 hrs
40+ years	143 hrs	45 hrs	42 hrs
Race/Ethnicity			
Hispanic	146 hrs	47 hrs	44 hrs
African-American	167 hrs	40 hrs	36 hrs
Caucasian	123 hrs	38 hrs	37 hrs

Notes:

Exhibit reads: In 2000-2001, Even Start parents who received no support services received an average of 81 hours of adult education.

EXHIBIT 5.7
PERCENT OF ALL EVEN START CHILDREN, BY TYPE OF EARLY CHILDHOOD EDUCATION IN WHICH THEY PARTICIPATED, AND BY YEAR

EARLY CHILDHOOD EDUCATION SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
Organized, center-based	53%	55%	56%	56%
Individualized, home-based	47%	50%	40%	40%
Coordinated with compulsory schooling	27%	26%	23%	24%
Day care with educational component	25%	27%	24%	28%
Even Start for school-age children	11%	13%	10%	10%
Total: No ECE service	**4%**	**4%**	**6%**	**5%**
Total: Any ECE service	**96%**	**96%**	**94%**	**95%**

Notes: Column percentages do not total to 100 percent because children can participate in more than one type of early childhood education service.

Exhibit reads: In 2000-2001, 56 percent of Even Start children participated in organized, center-based early childhood education.

EXHIBIT 5.8
PERCENT OF ALL EVEN START CHILDREN, BY TYPE OF EARLY CHILDHOOD EDUCATION IN WHICH THEY PARTICIPATED, AND BY AGE OF CHILD (2000-2001)

EARLY CHILDHOOD EDUCATION SERVICE	AGE OF CHILD				
	0-2 YEARS	3-4 YEARS	5 YEARS	6-7 YEARS	8+ YEARS
Organized, center-based	60%	75%	51%	29%	22%
Individualized, home-based	44%	43%	36%	31%	23%
Coordinated with compulsory schooling	1%	6%	55%	79%	59%
Day care with educational component	40%	30%	17%	11%	10%
Even Start for school-age children	2%	6%	17%	26%	28%
Total: No ECE service	**4%**	**3%**	**4%**	**5%**	**12%**
Total: Any ECE service	**96%**	**97%**	**96%**	**95%**	**88%**

Notes: Column percentages do not total to 100 percent because children can participate in more than one type of early childhood education service. Some children age five and older show as not receiving any ECE service. This is because Even Start projects were asked to NOT count compulsory schooling as an ECE service.

Exhibit reads: In 2000-2001, 75 percent of Even Start children who were three to four years of age participated in organized, center-based early childhood education.

EXHIBIT 5.9
AVERAGE ANNUAL AND MONTHLY HOURS OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY YEAR

AGE OF CHILD	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
0-2 Years				
Annual hours	144 hrs	172 hrs	155 hrs	159 hrs
N of months	NA	NA	6.7 mths	6.7 mths
Monthly hours	NA	NA	22.7 hrs	23.0 hrs
3-4 Years				
Annual hours	259 hrs	271 hrs	264 hrs	254 hrs
N of months	NA	NA	7.5 mths	7.4 mths
Monthly hours	NA	NA	33.5 hrs	32.7 hrs
5 Years				
Annual hours	397 hrs	416 hrs	210 hrs	246 hrs
N of months	NA	NA	7.6 mths	7.8 mths
Monthly hours	NA	NA	27.0 hrs	30.2 hrs
6-7 Years				
Annual hours	487 hrs	531 hrs	143 hrs	172 hrs
N of months	NA	NA	7.7 mths	8.0 mths
Monthly hours	NA	NA	18.7 hrs	21.4 hrs

Notes: Starting in 1999-2000, projects were asked NOT to include compulsory school hours for older children. In earlier years, projects were asked to include those hours. For each family in 1997-1998 and 1998-1999, projects reported the number of hours of participation in a typical month and the number of months of participation. For each family in 1999-2000 and 2000-2001, projects reported the number of hours of participation in each month of the year. Presumably, the latter method gives a more accurate accounting of hours of participation for each family.

Exhibit reads: In 2000-2001, children under three years of age received an average of 159 hours of early childhood education.

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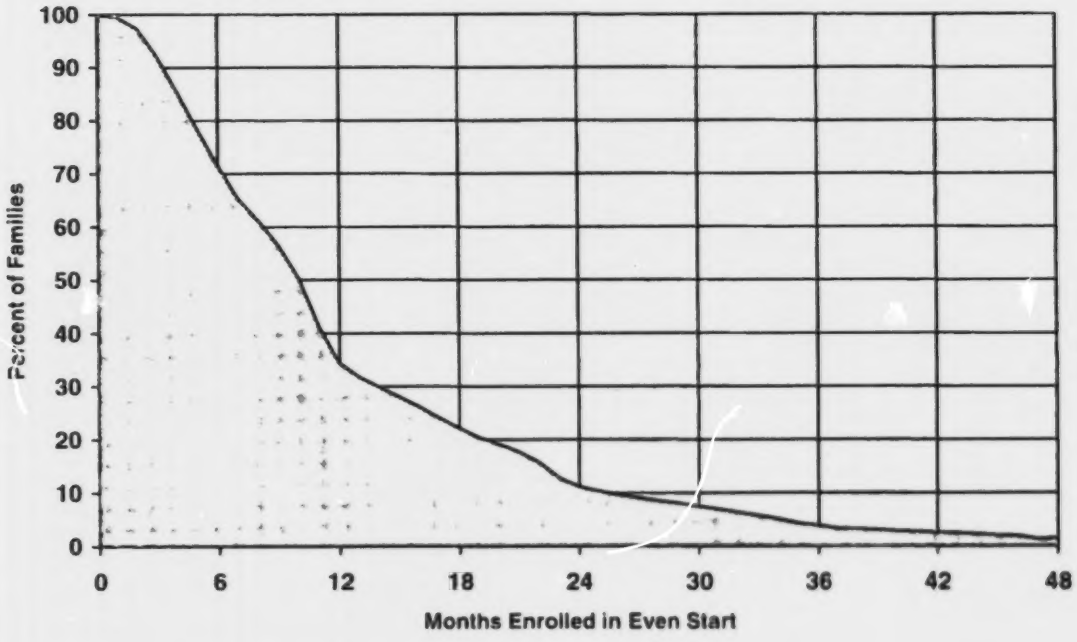
EXHIBIT 5.10 AVERAGE ANNUAL HOURS OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION, BY PROJECT AND PARENT/CHILD CHARACTERISTICS (2000-2001)	
PROJECT/PARENT/CHILD CHARACTERISTIC	AVERAGE HOURS OF INSTRUCTION FOR ALL CHILDREN
Child Age	
0-2 years	159 hrs
3-4 years	254 hrs
5 years	245 hrs
6-7 years	172 hrs
Number of Support Services Received by Family	
0 support services	147 hrs
1-2 support services	157 hrs
3-4 support services	192 hrs
5-9 support services	237 hrs
Hours per Month of ECE Offered	
1-20 hours	133 hrs
21-40 hours	171 hrs
41-60 hours	201 hrs
>60 hours	288 hrs
Parent Education Level	
Grades 0-6	193 hrs
Grades 7-9	186 hrs
Grades 10-12	193 hrs
HS diploma or GED	232 hrs
Parent Age	
15-19 years	197 hrs
20-29 years	186 hrs
30-39 years	206 hrs
40+ years	231 hrs
Race/Ethnicity	
Hispanic	198 hrs
African-American	229 hrs
Caucasian	173 hrs
Notes:	
Exhibit reads: In 2000-2001, Even Start children under three years of age participated in an average of 159 hours of early childhood education.	

EXHIBIT 5.11
PERCENT OF EVEN START FAMILIES,
BY MONTH OF ENTRY TO EVEN START, AND BY YEAR

MONTH OF ENTRY	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
July	3%	3%	4%	3%
August	11%	11%	11%	11%
September	21%	21%	20%	18%
October	13%	13%	12%	13%
November	7%	8%	8%	8%
December	5%	5%	4%	4%
January	11%	11%	11%	13%
February	8%	9%	11%	10%
March	9%	8%	8%	8%
April	6%	6%	5%	6%
May	4%	3%	4%	4%
June	2%	2%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**

Notes:
Exhibit reads: Three percent of all families that joined Even Start in 2000-2001 entered in July 2000.

Exhibit 5.12: Percent of Families That Were Enrolled for at Least "N" Months, for Families That Joined Even Start During 1997-1998, 1998-1999, 1999-2000 and 2000-2001

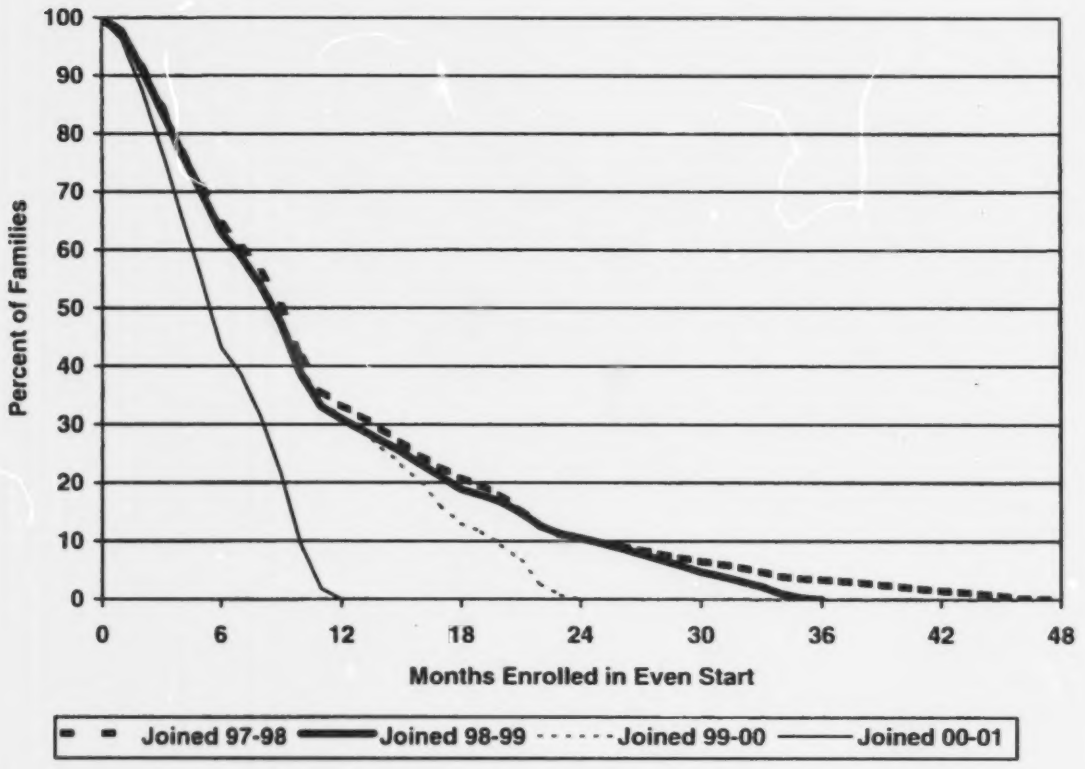


Note: Selected data points for the above exhibit are:

6 months	71.6 percent/28.4 percent
12 months	34.4 percent/65.6 percent
18 months	22.2 percent/77.8 percent
24 months	11.3 percent/88.7 percent
30 months	7.5 percent/92.5 percent
36 months	4.0 percent/96.0 percent
42 months	2.6 percent/97.4 percent
48 months	1.6 percent/98.4 percent

Exhibit reads: 28.4 percent of families that joined Even Start between 1997-1998 and 2000-2001 left the program within six months; 71.6 percent were enrolled for more than six months.

Exhibit 5.13: Percent of Families that Were Enrolled for "N" Months, for the Cohorts of Families That Joined Even Start During 1997-1998, 1998-1999, 1999-2000 and 2000-2001



Note: The number of months of enrollment in Even Start is shown separately for families who joined in each year (1997-1998, 1998-1999, 1999-2000, 2000-2001). In this exhibit, families that joined in 1997-1998 could be enrolled for as many as 48 months, while families that joined in 2000-2001 could only be enrolled for a maximum of 12 months.

EXHIBIT 5.14
PERCENT OF FAMILIES THAT LEFT EVEN START BY REASON FOR LEAVING, AND BY YEAR

REASON FOR LEAVING	YEAR	
	1999-2000 (40 PERCENT OF ALL FAMILIES LEFT EVEN START)	2000-2001 (36 PERCENT OF ALL FAMILIES LEFT EVEN START)
All Families		
Met goals and left program	17%	17%
Switched programs	4%	4%
Moved	16%	16%
Lack of interest, poor attendance	13%	12%
Found employment	21%	20%
Family crisis, illness	10%	10%
Looking for employment	6%	5%
Enrolled in job training	2%	2%
Other, unknown	22%	21%
New Families		
Met goals and left program	14%	15%
Switched programs	4%	3%
Moved	14%	15%
Lack of interest, poor attendance	13%	12%
Found employment	20%	18%
Family crisis, illness	11%	10%
Looking for employment	6%	5%
Enrolled in job training	2%	2%
Other, unknown	22%	22%
Continuing Families		
Met goals and left program	19%	18%
Switched programs	4%	4%
Moved	17%	16%
Lack of interest, poor attendance	14%	13%
Found employment	22%	21%
Family crisis, illness	9%	10%
Looking for employment	5%	5%
Enrolled in job training	3%	3%
Other, unknown	22%	21%

Notes: Percentages do not total to 100 because more than one reason could be given for leaving the program.
Exhibit reads: In 2000-2001, 17 percent of all families that left Even Start did so because they met their goals.

EXHIBIT 5.15
PERCENT OF EVEN START FAMILIES THAT MET GOALS, BY PARENT CHARACTERISTIC AND NEW VS. CONTINUING FAMILIES (2000-2001)

PARENT CHARACTERISTIC	TOTAL FOR ALL FAMILIES	NEW ENROLLEES	CONTINUED FROM PREVIOUS YEAR(S)
Parent Age			
15-19 years	27%	34%	19%
20-29 years	47%	49%	44%
30-39 years	20%	12%	28%
40+ years	6%	4%	8%
Parent Education Level			
Grades 0-6	3%	1%	5%
Grades 7-9	27%	26%	27%
Grades 10-12	54%	62%	47%
HS diploma or GED	16%	10%	21%
Total	**100%**	**100%**	**100%**

Notes:
Exhibit reads: In 2000-2001, 27 percent of Even Start families that met their goals had a parent 15 to 19 years old.

EXHIBIT 5.16
CHARACTERISTICS OF SHORT- AND LONG-TERM EVEN START PARTICIPANTS, FOR FAMILIES THAT JOINED EVEN START IN THE 1997-1998, 1998-1999, 1999-2000 AND 2000-2001 PROGRAM YEARS

CHARACTERISTIC	SHORT-TERM PARTICIPANTS (1-3 MONTHS)	LONG-TERM PARTICIPANTS (12+ MONTHS)
Race/Ethnicity		
Hispanic	36%	45%
African-American	24%	18%
Caucasian	34%	29%
Parent Education Level		
Grades 0-6	52%	48%
Grades 7-9	16%	19%
Grades 10-12	23%	22%
HS diploma or GED	8%	11%

Notes:
Exhibit reads: Thirty-six percent of Even Start families that left the program with three or fewer months of participation were Hispanic.

CHAPTER 6: FINDINGS ABOUT EVEN START'S EFFECTIVENESS

This chapter presents findings about the impacts of Even Start on children, parents and families. It begins with a discussion of the methods used to understand the effectiveness of Even Start, then describes the instructional services received by Even Start and control group children and parents, and finally describes Even Start's effects in several different domains. Most of the data for this chapter were collected from Even Start and control group families in the 18 projects that participated in the Experimental Design Study (EDS). Key findings from this chapter are:

- Based on data collected in the EDS, Even Start children and their parents performed as well as, but not better than, control group children and their parents. The data show that children and parents in the control group made the same kinds of gains on literacy assessments, on parent reports of child literacy, on parent-child reading, on literacy resources at home, and so on, as are seen for Even Start children and parents.
- Even Start and control group children in the EDS both made gains on the PPVT, comparable to those of children in the Head Start FACES study.
- Although they improved their literacy levels, Even Start and control group children and parents who took part in the EDS scored very low when compared with national norms.
- Parents in the EDS reported that a higher percentage of Even Start children than control children participated in early childhood education, and a higher percentage of Even Start parents than control parents participated in adult education and parenting education. In spite of this, many parents in the EDS control group reported that they and their children participated in early childhood education, adult education and parenting education available in their communities.
- On the whole, teachers in center-based classrooms attended by Even Start and control children in the EDS reported that they conduct similar literacy-related activities. However, there were some differences. On a daily or almost daily basis, control children were more likely to be read to and to use computers, while Even Start children were more likely to engage in performing arts, indoor physical activities, and health/hygiene. Data from the Head Start FACES study show that Head Start children are exposed to the same literacy activities, with one exception -- Even Start children are more likely than Head Start children to work on letters of the alphabet and words (94 vs. 69 percent).
- Even Start classrooms in the EDS were of generally good quality when assessed using the ECERS. They were comparable in overall quality to Head Start classrooms and were rated somewhat higher than other types of early childhood classrooms. However, half of the Even Start classrooms did not have a wide variety of books and other language materials available to children, and reasoning and communication skills were not frequently encouraged by the staff. Compared with Head Start, Even Start classrooms had fewer books available to children and were less likely to have writing areas and tools for writing or displays of children's written work.

- Consistent with the findings of prior research (e.g., Barnett, 1995; Ramey & Ramey, 1992; Ramey, Bryant, Wasik, Sparling, Fendt & LaVange, 1992), data from this study show that that children who participated more intensively in early childhood education scored higher on standardized literacy measures. Further, parents who participated more intensively in parenting education had children who scored higher on standardized literacy measures. On the other hand, there is no relationship between the amount of time that parents participated in adult education or parenting education and their own scores on literacy outcomes. Parents from families that participated more intensively in Even Start (both in terms of total hours and months of participation) reported that their children did better on literacy-related tasks (e.g., knowledge of the alphabet, numbers and colors), that they read a greater variety of materials to their children more frequently, that they had more books and other print resources at home, and that they themselves read and write more than parents from families that participated less intensively. Because amount of participation is a function of family characteristics (as well as program characteristics such as amount of service offered and the extent to which families are encouraged to participate) these relationships may also be explained by factors such as differences in the motivation of families or in their opportunity to participate in Even Start.

HYPOTHESES ABOUT THE EFFECTIVENESS OF EVEN START

A simple model summarizing the hypothesized effects of participating in Even Start is presented in Exhibit 6.1. A key principle underlying Even Start is that a child should benefit more from being in a family that participates in all of the family literacy services offered by Even Start (early childhood education, adult education, parenting education and parent-child activities), than from simply participating in an early childhood program.

Program staff anticipate that there will be direct effects on children and parents who participate intensively in Even Start's core instructional activities. Further, it is hypothesized that early direct effects on parents will lead to later, indirect, effects on children. This evaluation assessed only the direct effects of Even Start on children and parents assuming that if direct effects were found, then it might be worthwhile to measure families in later years to determine whether direct effects persist and whether indirect effects could be detected. The following list of hypotheses and the time line for when program effects should occur were generated through discussions with staff from the Department of Education and members of this evaluation's Technical Work Group.

Direct Effects on Participating Parents. These include short-term positive effects on the literacy skills of parents as a result of participating in an intensive adult education program. Direct effects on parents also include short-term positive effects on parenting skills and the home literacy environment due both to participation in parent education and parent-child activities. These effects should be apparent in one year.

Direct Effects on Participating Children. These are short-term positive effects on the literacy skills of children, including effects on school readiness due to participation in an intensive program of early childhood education. These effects should be apparent in one year.

Indirect Effects on Participating and Nonparticipating Children. Early effects on parenting skills and household literacy resources, enhanced parent literacy skills, and enhanced economic outcomes for the family all are hypothesized to lead to longer-term positive effects on the literacy skills of children in the family, whether or not they participated in Even Start. These effects should occur within two or more years.

Indirect Effects on Nonparticipating Parents. Participation in adult education and subsequent enhanced literacy skills are hypothesized to result in longer-term positive effects on the economic self-sufficiency of parents including improved education status, better employment prospects, and increased household income. These effects on participating parents are expected to result in positive impacts on the parenting and literacy skills of nonparticipating adults. The time frame for these effects is probably two or more years.

Indirect Effects on the Family. Finally, the model posits long-term positive effects on the family in areas such as family stability and continued enhancement of economic outcomes.

IMPLEMENTATION OF THE EVALUATION

Two sets of data were used to assess Even Start's effectiveness. Primary data come from the Experimental Design Study (EDS) where 18 projects voluntarily agreed to randomly assign incoming families to be in Even Start or a control group, providing an experimental assessment of Even Start's impacts. Supporting data come from the Even Start Performance Information Reporting System (ESPIRS).

EDS Sample and Evaluation Design. The EDS called for pretest, posttest, and follow-up data to be collected from families in 18 projects (one home-based project and 17 center-based or home/center-based projects). These projects were chosen because they minimally met Even Start's legislative requirements, had been in operation for at least two years, planned to operate through the length of the study, could serve at least 20 new families at the start of data collection, offered instructional services of moderate or high intensity relative to all Even Start projects, and were willing to participate in a random assignment study. Projects were recruited from urban and rural areas, as well as projects that served varying proportions of ESL participants. Over the two recruitment years, 115 out of a universe of about 750 programs met the selection criteria, and 18 of these projects (about 15 percent of the eligible projects) were willing to participate in the study. The background characteristics of families in the two cohorts of projects were similar, so data were combined across all 18 projects for analytic purposes.

Each of the 18 EDS projects was asked to recruit families as they normally do and to provide listings of eligible families to Abt Associates staff who randomly assigned families either to participate in Even Start (two-thirds of the families) or to be in a control group (one-third of the families). Assignment to the control group meant that the family could not participate in Even Start for one year. A total of 463 families were randomly assigned in the EDS -- 309 to Even Start and 154 to the control group (Exhibit 6.2), maintaining the planned 2:1 ratio. This is an average of about 26 families per project.

Instead of restricting children in the EDS to, say, preschoolers, children throughout Even Start's full age range were included. While the EDS provides some data on all children in the study, the sample for analysis of literacy gains is limited to children who were at least 2.5 years old at the time of pretesting since most standardized literacy measures are not appropriate for children until they reach this age. About one-third of the children in the EDS were under 2.5 years of age at the time of pretest (Exhibit 6.3).

Comparability of Even Start and Control Groups. Even Start and control families were statistically equivalent at the time of randomization and at the pretest (Exhibit 6.4). Group equivalence at the time of randomization is guaranteed, within known statistical bounds, by proper implementation of random assignment and a sufficiently large sample size. However, 10 percent of the families were lost between the time of randomization and time of pretest. This attrition occurred equally in the Even Start and control groups. An analysis of pretest data showed that Even Start and control groups did not differ significantly on the percent of families where Spanish was spoken at home, families where English was spoken at home, Hispanic families, parents with a high school diploma or a GED, single parent households, employed parents, and households with annual income less than $9,000.

Generalizability of EDS Findings. The EDS used a random assignment design, the strongest approach for estimating the impacts of a program. However, projects volunteered for this study instead of being randomly selected, so we cannot generalize to the Even Start population on a strict statistical basis. The plan was to select EDS projects to include urban and rural projects, projects that offer varying amounts of instruction, and projects that serve high and low percentages of ESL families. Due to the voluntary nature of the study, this plan could not be implemented perfectly, and while the EDS projects do represent major kinds of projects funded in Even Start, the data presented in Exhibit 6.4 show that EDS families are more likely than the population of Even Start families to be Hispanic (75 percent vs. 46 percent). Further, 83 percent of EDS projects are in urban areas compared with 55 percent of all Even Start projects. These data suggest that findings from the EDS are most relevant to urban projects that serve large numbers of Hispanic/ESL families.

Data comparing the mean pretest scores of EDS parents and children with ESPIRS parents and children on 18 parent-reported outcomes are shown in the appendix to this report (Exhibit 6.1.41). These data show that the two groups are largely comparable on the parent-reported pretest data. For most variables there is no difference between the two groups. On some variables, EDS parents/children score higher, while the full group of ESPIRS parents/children score higher on others. In general, the data support the contention that there are no important differences between EDS families and ESPIRS families.

Response Rates. Response rates for the EDS data collection are high compared with those achieved by many educational studies: 90 percent at the pretest and 81 percent at the first posttest (Exhibit 6.2). Response rates are based on completed parent interviews, which generally correspond to the number of adults who took the Woodcock-Johnson tests. The number of children who took the PPVT and Woodcock-Johnson is less than the number of parents who took the WJ-R, since the child tests could only be administered to children over 2.5 years of age.

Data Collection. EDS data were collected at three time points. For the first group of 11 projects, pretest data were collected in fall 1999, posttest data in spring 2000, and follow-up data in spring 2001. For the second group of seven projects, data were collected a year later (pretest in fall 2000, posttest in spring 2001, follow-up in spring 2002). In many projects, families enter Even Start on a rolling basis, so the pretest data collection was spread across several months (October through January) as new families entered the program. There was an average of 8.8 months between pretest and posttest, with a minimum of 5 months and maximum of 12 months. Due to the high percentage of ESL families, measures were available in both English and Spanish. Data collection staff were instructed to administer all measures in English. However, if this was distressing to a parent or child, the Spanish version of the measure was administered.

Statistical Power. A total of 463 families were randomly assigned in the EDS – 309 to Even Start and 154 to the control group. For several reasons, the number of parents and children that enter into any given analysis of Even Start's effectiveness is smaller than these totals. For example, some families could not be found at the time of pretesting and posttesting, some children accepted into the study were too young (under 2.5 years of age) to be pretested, and some parents/children were assessed but had missing data on selected items. The statistical power to detect effects in the EDS therefore varies on a measure by measure basis. Exhibit 6.5 shows statistical power for some of the key outcome measures. It can be seen that the EDS had very high statistical power to detect large and medium-sized effects, but poor power to detect small effects. Statistical power is greater than .90 for effects of .50 standard deviations or larger, greater then .80 for effects of .40 standard deviations, and greater than .75 for effects of .30 standard deviations for parents. But statistical power is less than .75 for effects of .30 standard deviations for children, and less than .60 for effects of .20 standard deviations or smaller.

We argue that while small effects may be interesting to researchers they are not always relevant for policy making purposes, and hence that the statistical power offered by this evaluation is appropriate for determining the effectiveness of and improving Even Start. Even so, some may raise the question of whether the findings from the present evaluation would be seen in a different light if the EDS sample were substantially larger. If we assume that effects as small as 0.10 standard deviations were statistically significant for the EDS, then 17 of the 41 comparisons in Exhibit 6.12 between Even Start and the control group would be termed "significant". As many of these significant effects favor the control group as Even Start, so while a larger EDS sample might let us find additional significant differences between Even Start and the control group, we would have the same concerns about Even Start's effectiveness.

MEASURES USED IN THE EDS

Even Start projects serve multiple family members. Due to resource constraints, one child and one parent were assessed in each EDS family. Exhibits 6.6 and 6.7 list the outcome measures administered to children and parents/families. Compared with the child measures used in previous Even Start evaluations, we continued to administer a fairly broad battery to capture literacy skills and other indicators of school readiness such as math and social skills. For parents, we focused on language skills as opposed to the functional literacy or general skills that were measured in previous studies. Thus, the measurement battery is aligned with Even Start's

objectives. We also recognize the importance of the ESL population, and all direct assessments of children and parents as well as parent interviews were available in both English and Spanish.

CHILD OUTCOME MEASURES

Child outcomes were measured by direct assessment of the child, parent report on the child's skills, teacher report on the child's behaviors in school, and a review of school records. The child measurement battery partially overlaps both with the ESPIRS that is administered to all Even Start families, and with measures for the Head Start FACES study.

Peabody Picture Vocabulary Test. The PPVT-III (Dunn & Dunn, 1997) measures listening comprehension for spoken words and is a good short test of general verbal ability. The word knowledge assessed by the PPVT is called "receptive vocabulary," to differentiate it from the more active vocabulary skills required to formally define a word or use it appropriately in a sentence. The PPVT was administered to all children in the EDS who were 2,6 to 7,11 years of age, unless the child's parent objected and insisted that the TVIP (Spanish version of the PPVT) be administered. The PPVT assesses children's knowledge of the meaning of words by asking them to say or indicate by pointing which of four pictures best shows the meaning of a word that is said aloud by the examiner. A series of words is presented, ranging from easy to difficult for children of a given age, each accompanied by a plate consisting of four line drawings. The test is suitable for ages from 2,6 through adulthood and has recently established age norms based on a national sample of 2,725 children and adults tested at 240 sites across the nation.

The PPVT-III was extensively revised from earlier versions. Administration procedures were modified to permit easier testing and more accurate scoring. New drawings were added and dated illustrations dropped to achieve better gender and ethnic balance. Test items that showed statistical bias by race or ethnicity, gender, or region were deleted from the item pool prior to standardization. Research by critics of earlier versions of the PPVT shows no racial or economic bias (Washington & Craig, 1999).

Woodcock-Johnson Psycho-Educational Battery (Revised). The most recent edition of the WJ-R (Woodcock & Mather, 1989, 1990) at the time of the EDS data collection is a carefully constructed, newly-normed, individually-administered test battery that is designed to assess the intellectual and academic development of individuals from preschool through adulthood. Each of the 41 WJ-R subtests requires about 5 minutes to complete, is designed to be administered separately or in combination with other subtests, and has an internal consistency reliability of .90 or higher. In the EDS, four subtests of the WJ-R were administered to children who were 2,6 to 3,11 years of age. These include three subtests being used in the Head Start FACES study: the Letter-Word Identification, Dictation and Applied Problems subtests which constitute the "Early Development – Skills" cluster, according to the test developers, and thus provide a quick screening of broad achievement. In addition, the Incomplete Words subtest was administered to provide information on phonemic awareness. Eight subtests were administered to children who were 4,0 to 7,11 years of age. These include the four subtests used for younger children, as well as four subtests which focus on reading skills (Sound Blending, Word Attack, Passage Comprehension, and Reading Vocabulary).

- *Letter-Word Identification:* The first five Letter-Word Identification items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure reading identification skills in identifying isolated letters and words that appear in large type.
- *Dictation:* The first six items in this subtest measure prewriting skills such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific capital or lower-case letters of the alphabet. Later parts of the subtest ask for writing of specific words and phrases, punctuation, and capitalization.
- *Applied Problems:* This subtest measures skill in analyzing and solving practical problems in mathematics. In order to solve the problems, the child must recognize the procedure to be followed and then perform relatively simple counting or addition or subtraction operations. Because many of the problems include extraneous stimuli or information, the child must also decide which data to include in the count or calculation.
- *Incomplete Words:* This is a tape-recorded test that measures auditory closure. After hearing a recorded word that has one or more phonemes missing, the subject identifies the complete word. This test primarily measures auditory processing.
- *Sound Blending:* This test measures the ability to integrate and then say whole words after hearing parts (syllables and/or phonemes) of the words. An audio tape is used to present word parts in their proper order. The test measures auditory processing.
- *Word Attack:* This measures the subject's skill in applying phonic and structural analysis skills to the pronunciation of unfamiliar printed words. The subject reads aloud letter combinations that are linguistically logical but that form nonsense words or low-frequency words in English (or Spanish).
- *Passage Comprehension:* The first four items in this subtest are presented in a multiple-choice format requiring the subject to point to the picture represented by a phrase. The remaining items measure skill in reading a short passage and identifying a missing key word. The task requires the child to state a word that would be appropriate in the context of the passage. The child exercises a variety of comprehension and vocabulary skills.
- *Reading Vocabulary:* This subtest measures skill in reading words that supply appropriate meanings. In Part A: Synonyms, the subject must state a word similar in meaning to the word presented. In Part B: Antonyms, the subject must state a word that is opposite in meaning to the word presented. Only one-word responses are acceptable.

Story & Print Concepts. The Story & Print Concepts task is an adaptation of earlier prereading assessment procedures developed by Clay (1979), William Teale (1988, 1990) and Mason & Stewart (1989). Administered to children in the EDS who were 2,6 and older, the child is handed a children's storybook upside down and backwards. The assessor notes whether the child turns it around to put the book upright with the front cover on top. Then the child is asked to identify where the name of the book is written and where the material to be read begins, and in what direction the reading proceeds. The assessor reads the story to the child and asks basic questions about both the content of the story and the mechanics of reading. Research has found

that children who experience frequent story reading by their parents or teachers are more likely to be able to answer such questions.

Vineland Adaptive Behavior Scales -- Communication Domain. The Vineland is a comprehensive set of rating scales designed for use by teachers and parents. The Vineland has national norms. The Communication Domain from the Classroom Edition of the Vineland was used in the EDS. It takes about 10 minutes to administer and consists of 63 items that provide an assessment of literacy functioning in three areas -- expressive, receptive, and written skills. Because teachers need time to become familiar with the children in their classroom, the Vineland was completed only as a posttest measure at the end of the school year. Teachers completed the Vineland for all Even Start and control group children who were at least three years old and in a formal preschool or school-based setting.

The Communication Domain from the Survey Edition, appropriate for parents, contains 30 of the same items as the Classroom Edition. To determine the correspondence between the ratings of teachers and low-income parents, parents completed the Survey Edition as a posttest. This data collection was restricted to English-speaking parents. A comparison of data from teachers and parents on the same Communication Domain items shows a reasonable degree of correspondence. The mean raw score reported by parents was 36.6, compared with a mean raw score of 34.1 reported by teachers. Parents rate their children somewhat higher than teachers, an understandable difference. While the 2.5 point difference is statistically significant ($p<.02$), it is equal to .22 standard deviations, not large by absolute standards. The correlation between the two sets of raw scores is .71. Finally, teacher and parent ratings are in agreement on an average of 70 percent of the items when rating children. Overall, this is a reasonably good level of agreement between parent and teacher ratings, and it gives us confidence that the parent responses supplied in other parts of the evaluation can be viewed as fairly reliable.

Parent Report of Child Literacy. The ESPIRS and the EDS parent interview contain items designed to obtain parent ratings of their child's literacy performance. Available in English and Spanish, these items are based on literacy competencies identified in recent research on reading by the National Research Council (Snow, Burns & Griffin, 1998), the NAEYC (1998), and the NICHD (Lyon, undated). The items were used to construct the following variables for Even Start and control children:

- *Child knows alphabet (age 2,7 – 7,11):* Has value of 1 if parent reports that child knows all alphabet letters or can say/sing the entire alphabet; has value of 0 otherwise.
- *Child counts to 100 or more (age 2,7 – 7,11):* Has value of 1 if parent reports that child can count to 100 or more; has value of 0 otherwise.
- *Child knows colors (age 2,7 – 7,11):* Has value of 1 if parent reports that child knows colors red, yellow, blue, green by name; has value of 0 otherwise.
- *Extent to which child reads (age 0,0 – 2,6):* Has values from 0-4. Value increases by 1 if child pretends to read, has memorized book, pretends to read to someone else, has favorite book.
- *Extent to which child reads (age 2,7 – 7,11):* Has values from 0-9. Value increases by 1 if child pretends to read, reads for enjoyment, has memorized book, has favorite book,

can follow written directions, can describe something learned through reading, rereads sentences, reads/pretends to read to someone else, recognizes own first name in writing/print.

- *Age-appropriate writing skills (age 0,0 – 7,11):* Has values from 0-2. Value increases by 1 if child pretends to write, writes some letters of the alphabet.
- *Child knowledge of print concepts (2,7 – 4,11):* Has values from 0-9. Value increases by 1 if child shows front of book, page where you start, where to start on page, a picture, a word, last letter in a word, a number, a period, a question mark.

Social Skills Rating System (SSRS). The SSRS (Gresham & Elliot, 1990), available in English, is designed for teachers to use in rating child competencies and behaviors. Because teachers should not complete these scales until they have spent a substantial amount of time with a child, we used the SSRS scales only as a posttest. As with the Vineland scales, we collected the SSRS for all Even Start and control group children who were at least three years old and in a formal preschool or school-based setting. The SSRS has been widely used and nationally normed. Standard scores and percentile ranks are available for each scale.

- *Problem behaviors:* This scale consists of 18 items (10 for the preschool version) that ask the teacher to rate the child on a three-point scale (never, sometimes, very often). The items measure internalizing behaviors (acting sad or lonely), externalizing behaviors (acting out) and hyperactivity (not in the preschool version).
- *Social skills:* This scale consists of 30 items that ask the teacher to rate the child on a three-point scale (never, sometimes, very often). The items measure cooperation, assertion and self-control.

School Records. For Even Start and control group children, we asked schools for access to student records in order to obtain information on attendance, absences, tardiness, and placement in special education. This information was collected at posttest.

Parent and Family Outcome Measures

The EDS measured parent outcomes through direct assessment of literacy skills and parent self-report. Compared with the measurement battery used in previous Even Start studies, the EDS focuses more directly on language skills as opposed to functional literacy or general skills. The first national Even Start evaluation used the CASAS to assess adult literacy. While some Even Start projects liked the CASAS, others complained that the functional skills it measured (e.g., reading maps or nutrition labels) had little to do with what they were teaching. Further, the CASAS is not available in Spanish. The second national evaluation took a step towards a broader assessment of language skills by giving projects the choice of using the CASAS or the TABE. Unfortunately, neither of these is available in Spanish. The WJ-R focuses directly on language skills, it is well-normed, and it is available in Spanish.

Woodcock-Johnson Psycho-Educational Battery -- Revised. The WJ-R (Woodcock & Mather, 1989,1990) was described earlier under measures for children. The most recent edition

of the WJ-R is appropriate for assessing the academic development of individuals into adulthood. In the EDS parent assessment, we used four subtests that measure reading achievement: Letter-Word Identification, Word Attack, Passage Comprehension, and Reading Vocabulary. Each of these subtests was described earlier.

Parent Report of Literacy at Home. The ESPIRS records parent report of literacy skills including reading and writing done at home. We included these items in the parent interview that was administered to parents of all children in the EDS (both in Even Start and in the control group). The following variables were constructed:

- *Variety of parent reading at home:* Has values from 0-12. Value increases by 1 if parent reads letters/bills, advertisements, street signs, books, newspapers, food labels, coupons, notes from teacher/school, magazines, TV Guide, instructions, religious materials.
- *Variety of parent writing at home:* Has values from 0-11. Value increases by 1 if parent writes appointments on calendar, grocery lists, notes/memos, forms/applications, letters, checks/money orders, greeting cards, crosswords, journal/diary, recipes, stories/poems.

Parent Report of Parent-Child Reading. Four variables were constructed to assess various aspects of parent-child reading including whether the parent reads to the child daily, the amount of reading that the parent does with the child, the variety of reading that is done with the child, and the quality of the reading that is done with the child:

- *Reads to child daily (age 0,0 – 7,11):* Has value 1 if parent reads to the child each day; has value of 0 otherwise.
- *Amount of reading to/with child (age 0,0 – 7,11):* Has values from 0-3. Value increases by 1 if parent reads to child every day, someone else reads to child every day, parent tells story to child every day.
- *Variety of reading to/with child (age 0,0 – 7,11):* Has values from 0-5. Value increases by 1 if parent reads the following to/with child: newspapers, magazines, store catalogs, funnies or comic books, TV listings.
- *Quality of reading to/with child (age 0,0 – 7,11):* Has values from 0-5. Value increases by 1 if, when reading to child, parent stops/asks what is in a picture, stops/points out letters, stops/asks what happens next, reads same story over and over, asks child to read.

Parent Report of Literacy Resources at Home. Three variables were constructed to assess the literacy resources available at home: the number of books that the child has, the variety of non-print resources in the home, and the variety of print resources in the home.

- *Number of books that child has (age 0,0 – 7,11):* Has values from 0-5. 0 = no books, 1 = 1 or 2 books, 2 = 3 to 10 books, 3 = 11 to 25 books, 4 = 26 to 50 books, 5 = 51+ books.
- *Variety of non-print resources at home (age 0,0 – 7,11):* Has values from 0-16. Value increases by 1 if the following are available at home: rattle/squeak toys, pull toys, crayons and paper, scissors, blocks, scotch tape, tinkertoys, puzzles/paint/magic markers,

picture catalogs, yarn/thread/cloth, clay/playdough, make-believe toys, plants in pot or garden, pens/pencils, typewriter/computer.

- *Variety of print resources at home (age 0,0 – 7,11):* Has values from 0-5. Value increases by 1 if the following are available at home: books, magazines, newspapers, TV Guide, comic books.

Parent Report of Support of Child's School. Two variables were constructed to assess the parent's support of school: the extent to which parents participate in school activities and parent opinion about school.

- *Parent participation in school activities (age 2,7 – 7,11):* Has values from 0-12. Value increases by 1 if parent has conference with a teacher, observes classroom activities, attends school event, attends after-school program, meets with PTA, attends parent advisory committee meeting, helps with fundraising activities, volunteers in school office or library, volunteers in child's classroom, volunteers for school trips, works as paid employee, serves on preschool committee.
- *Parent opinion about school (age 5,0 – 7,11):* Has values from 0-14. Value increases by 1 if parent agrees with the following: school places priority on learning, school assigns worthwhile homework, child is challenged at school, child is treated fairly at school, school standards are realistic, child is respected by teacher, parent is respected by teacher, parent would select this school, child gets needed help at school, school is a safe place, it is important for parents to participate in school, parents have a say in school policy, parents support school policy, school maintains discipline.

Parent Report of Economic Self-Sufficiency. The ESPIRS records parent self-report of years of parent education and annual household income.

- *Parent education:* Number of years of education.
- *Parent GED attainment:* Does parent have a GED or high school diploma? Has value 1 if parent has GED or high school diploma, has value of 0 otherwise.
- *Parent employment:* Was parent employed? Has value 1 if parent was employed, has value of 0 otherwise.
- *Annual household income:* Has values from 1-8. 1 = under $3,000, 2 = $3,000 – $5,999, 3 = %6,000 - $8,999, 4 = $9,000 - $11,999, 5 = $12,000 - $14,999, 6 = $15,000 - $19,999, 7 = $20,000 - $25,000, 8 = more than $25,000.

INSTRUCTIONAL SERVICES RECEIVED BY EVEN START AND CONTROL FAMILIES

Families that were assigned to Even Start participated in the program at whatever levels of intensity and for whatever duration they desired. Families assigned to the control group were not allowed to participate in Even Start for one year. However, during that year they took part in any other educational and social programs for which they qualified and sought out.

Parent Report of Instructional Services Received. The EDS parent interview included questions about the kinds of educational and social services in which families participated between pretest and posttest. Families assigned to Even Start reported that they participated in parent education, adult education, and early childhood education services at much higher rates than families assigned to the control group (Exhibit 6.8). In particular, 26 percent of Even Start parents compared with 16 percent of control parents participated in parenting education, 58 percent of Even Start parents compared with 29 percent of control parents participated in some form of adult education, and 72 percent of Even Start children compared with 33 percent of control children participated in some form of early childhood education.

Participation data from the ESPIRS were analyzed to try to confirm parent reports of program participation. Seventeen of the EDS projects provided ESPIRS data.[41] In these projects, 278 families were assigned to Even Start, and ESPIRS data were received on 180 families (65 percent), indicating that there were 98 families (35 percent) that were recruited for the EDS and that were randomly assigned to Even Start, but for which the projects never collected ESPIRS data. These families might have decided they were not interested in Even Start and hence never showed up, they might have moved from the area, they might have gone through some or all of a project's period of preparation and then decided to leave the program, or they might have changed their mind about wanting to be in Even Start. So, for one reason or another, 35 percent of the families that initially wanted to participate in Even Start and that were assigned to Even Start at the beginning of the EDS, never made it through the period of preparation and never participated enough for projects to include them in the ESPIRS.[42] These families were included in all of the EDS data collection activities and in the analyses presented in this report. A separate set of analyses showed that omitting these families made no difference to the findings.

Analysis of the ESPIRS data also showed that 56 percent of the 278 families that were randomly assigned to Even Start participated in all four core instructional services. Of the 180 Even Start families for which the EDS projects maintained ESPIRS data, 87 percent were recorded in the ESPIRS as having participated in all four core services. This is consistent with participation rates reported for all Even Start projects (see Chapter 5). However, in view of the fact that 35 percent of the families that were randomly assigned to Even Start never participated sufficiently to be included in the ESPIRS, the reports of Even Start parents showing that only 72

[41] In each year of the ESPIRS data collection, about five percent of all projects did not provide ESPIRS data. So it is not surprising to find that one of the 18 EDS projects did not respond to the ESPIRS data collection request.

[42] In Chapter 3, directors of the EDS projects estimated a dropout rate of about 25 percent between initial screening of families who were interested in Even Start and actual enrollment in the program. This is roughly comparable to the 35 percent seen for families in the EDS study.

percent of children participated in early childhood services, and only 58 percent of parents participated in adult education seem more reasonable.[43]

While the parent report data show that Even Start families participated in instructional services at higher rates than control families, it remains clear that control families received many of the same types of services that Even Start families received. Thus, the comparison made in the EDS is not between families that participated in Even Start and families that participated in no educational or social services whatsoever. Rather, the comparison is between families that enrolled in Even Start and families that participated in whatever mix of educational and social services that they obtained on their own, in the absence of any assistance from Even Start.

This issue pervades research on early childhood education, since low-income families typically have multiple options when searching for an early childhood program. Head Start, Early Head Start, Title I preschool, Early Reading First, Even Start, state-funded preschools, and other related programs often are available in the same service areas. In many communities, these programs are coordinated, even sharing physical space, with the result that low-income families can easily access any of them. Such collaboration among programs with similar aims is helpful to families looking for services, but it muddies the comparisons in randomized evaluations.

In addition to the current study, recent evaluations of Early Head Start (U.S. Department of Health and Human Services, 2001a) and the Comprehensive Child Development Program (Goodson, Layzer, St.Pierre, Bernstein & Lopez, 2000), each collected data on the extent to which children in the intervention and in the control group participated in a center-based early childhood education program (Exhibit 6.9). While a higher percentage of children in the intervention group than in the control group received early education services in each study, it is evident that a large percentage of children in each control group did not receive "no early childhood education." Instead, they enrolled in a variety of early childhood services.

Teacher Reports of Classroom Activities. Teachers of Even Start and control children who were in a center-based preschool or kindergarten setting were asked to report on the kinds of classroom activities that were available to children on a daily or almost daily basis. Exhibit 6.10 shows that almost all Even Start children in center-based classrooms had many different kinds of literacy-related activities available to them on a daily or almost daily basis including number concepts or counting (95 percent), letters of the alphabet or words (94 percent), and reading stories (90 percent). The data also show that roughly the same percentage of control classrooms offered these literacy-related activities. Children in control classrooms were more likely than Even Start children to experience the following activities on a daily or almost daily basis: reading stories and work with computers. Children in Even Start classrooms were more likely

[43] There are known problems with parent report data. Parents assigned to Even Start may have under-reported the extent that they and their children participated in Even Start services. This could occur if, for example, Head Start provides early childhood services for Even Start and a parent lists their child as attending Head Start but not Even Start. Some projects integrate parenting education with adult education, with the result that there is no separate parenting education "class." In these cases, parents may not report that they attend parenting education, even though they do so in the guise of adult education. Finally, some projects do not use the words "Even Start" in their name. It is possible that some parents enrolled in Even Start know it by another name.

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than control children to do the following on a daily or almost daily basis: performing arts, indoor physical activities, and health/hygiene.

Exhibit 6.10 also presents data on the activities conducted in Head Start FACES classrooms. Children in Even Start and Head Start classrooms are offered literacy-related activities with much the same frequency. One exception is that Even Start classroom teachers report that they work on letters of the alphabet and words more often than Head Start (94 vs. 69 percent). On the other hand, Head Start classrooms are more likely than Even Start classrooms to do non-literacy activities such as indoor physical activities (90 vs. 75 percent), outdoor physical activities (93 vs. 65 percent), health (93 vs. 65 percent) and science (83 vs. 66 percent).

Observations of Classroom Quality and Resources. In Chapter 3, we reported the results of observations that were done in Even Start classrooms during site visits. One finding from the observations was that Even Start classrooms were rated at the same level as Head Start classrooms, and higher than other types of early childhood education classrooms on the ECERS, a measure of overall classroom quality. Half of the classrooms had total scores of 5.0 or higher, indicating that the overall level of care in these classrooms is "good" or better. The other half had scores below 5.0, indicating minimal to good quality care. The second major finding was that Even Start classrooms were rated somewhat lower than Head Start classrooms on the Literacy Checklist (a measure of reading and writing resources). These findings suggest that while Even Start classrooms are of generally good quality, they are not especially rich in terms of literacy materials.

Length of Participation in Even Start. As noted above, more than one-third of the families that were randomly assigned to Even Start never participated enough to make it through the period of preparation and hence be included in the ESPIRS. For the remaining families, ESPIRS data tell us the number of months of participation in Even Start. Since pretest and posttest data were collected in the same program year, the maximum amount of participation in Even Start for the EDS families is 12 months. Exhibit 6.11 shows that about 50 percent of the Even Start families participated for eight or fewer months, while the other 50 percent participated for more than eight months.

FINDINGS ABOUT EVEN START'S EFFECTIVENESS

This section presents findings about the effectiveness of Even Start at enhancing child and parent literacy skills. The findings are based on an analysis of pretest and posttest data collected from families in the 18 EDS projects. Exhibits 6.12 and 6.13 contain data supporting the findings; details are given in Appendix 6.1. Although most of the measures used in this study were available in both English and Spanish, the great majority of children and parents in the EDS were assessed in English. Hence, most analyses are based only on children and parents who were assessed in English at pretest and posttest. Analyses of data from the parent interview and the Story and Print Concepts assessment combine data from English and Spanish versions.

Even Start Children and Parents Gained the Same Amount, But Not More, Than Control Children and Parents

Data collected from Even Start families in the EDS show that children and parents make gains on many different measures of literacy. However, data collected from families who were randomly assigned to a control group show that Even Start children and their parents perform as well as, but no better than, control group children and their parents. The data show that children and parents in the control group made the same kinds of gains on literacy assessments, on parent reports of child literacy, on parent-child reading, on literacy resources at home, on family economic self sufficiency, and so on, that were seen for Even Start families.

Because we assessed the effectiveness of Even Start on 41 different outcome measures, we expected to see a few significant differences by chance alone. In fact, there are three significant differences between Even Start and control group participants. One of these favors Even Start and two favor the control group. Because of the large number of outcomes assessed and because of the mix in direction of results, we do not assign any meaning to these findings.

There is one area in which Even Start children do better than control group children. In elementary school (but not in preschool), Even Start children were rated (using the Social Skills Rating System) by their teachers as exhibiting significantly fewer problem behaviors than control group children. However, there was no difference in teacher ratings of the social skills of Even Start and control children, nor in the teacher ratings of the literacy skills of the two groups of children on the Vineland Communication Domain. Further, an analysis of school records shows no difference between Even Start and control group children in terms of school attendance, absences, tardiness, or use of special education services. There are two measures on which control group children do better than Even Start children – the Woodcock-Johnson Applied Problems and Incomplete Words subtests. For each of these, control group children gained about 0.3 standard deviations more than Even Start children.

These findings raise a question about the goals of programs like Even Start, programs that serve such needy families. One goal would be to keep children and parents progressing relative to their initial status. This study shows that Even Start children and parents do indeed make progress over time. A second goal, more difficult to achieve, would be to keep children and parents from losing ground relative to a control group of similar peers. Data from this study show that Even Start children and parents do not lose ground compared to a control group, but they do not surpass the control group either. A third possible goal, even more difficult to achieve, would be to help children and parents "catch up" to their more advantaged peers, represented by the national norms group. Data from this study show that Even Start children and parents lag behind national norms by very serious amounts.

Even Start Children and Parents Made Gains

Although they did not gain more than control group children, children and parents did improve their literacy levels while in Even Start. While participating in Even Start, children made significant improvements on the Peabody Picture Vocabulary Test (gain of .27 standard

deviations). Exhibit 6.14 shows pretest and posttest scores for Even Start children, control group children, and children who participated in the Head Start FACES study. Similar graphs for all other outcome measures are contained in Appendix 6.1.

In addition to improving on the PPVT, Even Start children demonstrated significant improvements in their literacy scores on all of the five different Woodcock-Johnson subtests that were administered in the EDS including Letter-Word Identification (.32sd), Dictation (.76sd), Applied Problems (.80sd), Incomplete Words (.54sd), and Sound Blending (.72sd), on the Woodcock-Johnson Early Development Skills cluster (.78sd), and on the Story and Print Concepts prereading assessment (.23sd). Similarly, after participating in Even Start, parents scored significantly better on two of the four subtests of the Woodcock-Johnson that were administered in the EDS including Letter-Word Identification (.21sd) and Word Attack (.40sd), as well as on the Woodcock-Johnson Basic Reading Skills cluster (.33sd).

After participating in Even Start, parents reported that their children were significantly more likely to know the alphabet (increase of 4.3 percentage points), to be able to count to 100 (increase of 6.3 percentage points), and to know several colors (increase of 17.2 percentage points). Further, parents reported that children read more (.95sd for children under 2,6; .29sd for children over 2,6), engaged in age-appropriate writing (.33sd), and had an improved understanding of print concepts (.21sd). Parents also reported that they had significantly more books at home (.27sd), a wider variety of print literacy resources at home (.21sd), a wider variety of non-print resources at home (.29sd), they wrote more (.38sd), they improved the quality of reading to their children (.29sd), and they were more engaged in their child's school (.64sd).

These are the same kind of gains that have been reported in the Head Start FACES study (U.S. Department of Health and Human Services, 1998, 2001b; Zill, Resnick & O'Donnell, 2001), which has documented the achievements of Head Start children.

Even Start Children and Parents Scored Low Compared to National Norms

While they made gains on many outcome measures, as described above, Even Start children scored very low when compared with national norms for the general population.[44] When posttested, the average Even Start child scored at the 6th percentile on the PPVT, the 23rd percentile on Letter-Word Identification, the 14th percentile on Dictation, the 19th percentile on Applied Problems, the 15th percentile on Incomplete Words, the 24th percentile on Sound Blending, and the 12th percentile on the Early Development Skills cluster. All of these scores were under grade K.0.

Similarly, in spite of their gains, Even Start parents scored very low when compared with national norms based on the general population. When posttested, the average Even Start parent scored at the 5th percentile (grade 5.4) on Letter-Word Identification, the 2nd percentile on

[44] Woodcock-Johnson norms are based on data gathered in the late 1980s from 6,359 subjects in over 100 communities across the U.S. There were separate subsamples for preschoolers, school-age children, college-age young adults, and adults. PPVT norms are based on data gathered from 2,725 subjects, age 2,6 through adulthood, in 240 sites across the nation.

Passage Comprehension (grade 3.0), the 14th percentile on Word Attack (grade 3.8), the 1st percentile on Reading Vocabulary (grade 3.3), the 2nd percentile on the Reading Comprehension cluster (grade 3.2), and the 8th percentile on the Basic Reading Skills cluster (grade 4.6).

Even Start Children Gained as Much as Head Start Children

Between pretest and posttest, the average Even Start child gained 4.0 standard score points on the PPVT. This is comparable to the average gain of 4.2 standard score points on the PPVT for children who spent a year in Head Start, as reported by Zill, Resnick & O'Donnell (2001) who analyzed data from the Head Start FACES study. However, Even Start children did not make gains relative to the norms group on the WJ-R Dictation subtest, while Head Start children gained 4.3 standard score points. Both Even Start and Head Start children lost ground relative to the norms group on the WJ-R Letter-Word Identification subtest.

Does Amount of Participation Make a Difference?

A question commonly asked in studies of early childhood interventions is whether the extent to which children participate makes a difference to the amount they gain. Most researchers who have addressed this issue believe that, for early childhood education, more is better. For example, Ramey & Ramey (1992) reviewed the literature on early childhood education programs and concluded that "Programs that are more intensive...produce larger positive effects than do interventions that are less intensive. Children and parents who participate most actively and regularly show the greatest overall progress" (p.133). A large-scale counterexample is provided by Puma, et al. (1997) who conducted an analysis of the impact of Chapter 1 (now Title I) services that were targeted to low-income, low-achieving children in high-poverty schools. They found that the longer children were in Chapter 1, the lower were their average scores on achievement tests. Instead of concluding that Chapter 1 was actively harmful to children, the interpretation was that children who participated the longest had the greatest need, and it was this need that caused them to perform poorly, not Chapter 1.

The EDS is a randomized experiment, and if we examine gains for subgroups of participants we lose the advantages offered by randomization and open up the findings to competing interpretations. Although cautious about the potential pitfalls of this approach, we conducted analyses of the relationship between amount of participation and outcomes for Even Start children and parents.

Comparison of Outcomes for Even Start Children Who Received Early Childhood Services With Control Children Who Did Not Receive Early Childhood Services. In one analysis we eliminated all Even Start children in the EDS whose parents reported that they did not receive early childhood services, as well as all control group children whose parents reported that they did receive early childhood services. Presumably a comparison of Even Start children, all of whom received early childhood education, with control group children, none of whom received early childhood education, might offer the best chance for seeing a difference in outcomes between the groups. The graphs in Appendix 6.1 show that segmenting children in

this fashion does not make an obvious difference to the findings. Even Start children who received early childhood education appeared to gain slightly, but not significantly, more than the full group of Even Start children. Control children who did not get early childhood services sometimes had a higher pretest score (depending on the subtest) but appear to gain about the same as the full group of control children. The same general conclusion holds for parents.

Predicting Child and Parent Literacy Outcomes From Amount of Participation. In this analysis we used data from about 100 Even Start families in the EDS to investigate the relationship between child and parent literacy outcomes and a host of variables including monthly hours of child participation in early childhood education, monthly hours of parent participation in adult education and parenting education, and family background factors. Findings from this analysis are summarized below and in Exhibit 6.15.

- There is a positive relationship between the number of hours that children spend in early childhood education and their scores on three Woodcock-Johnson subtests (Dictation, Applied Problems, and Incomplete Words).
- There is a positive relationship between the number of hours that parents spend in parenting education and their children's scores on the PPVT as well as their children's scores on three Woodcock-Johnson subtests (Dictation, Applied Problems, and Incomplete Words), and to the Woodcock-Johnson Early Development Skills cluster.
- There is a negative relationship between the number of hours that parents spend in adult education and their children's scores on two Woodcock-Johnson subtests (Dictation and Applied Problems).
- There is no relationship between the number of hours that parents spend in adult education or in parenting education and their scores on any of the parent assessments.

Thus, we found no relationship between the amount that parents participate in adult education and their scores on literacy outcomes. On the other hand, the extent to which both parents and children participate in literacy services has a positive relationship to several child outcomes. In particular, children who participate more intensively in early childhood education score higher on literacy outcomes. Further, parents who participate more intensively in parenting education have children who score higher on literacy outcomes. On the other hand, it appears that more intensive participation in adult education is associated with lower scores on some child outcomes. Perhaps parents in this latter group are placing so much emphasis on their own literacy development that they are not able to spend enough time with their children.

It is important to remember that amount of participation was not manipulated experimentally, and so factors other than participation in Even Start may be responsible for the observed relationships. For example, parents who participate more in Even Start may be more motivated or may have more opportunities to participate, and it may be these factors (instead of Even Start) that lead to the predicted increases in child outcomes.

For exploratory purposes, let us assume that increases in hours per month of parenting education can be legitimately translated into increased posttest scores for children. Exhibit 6.15 shows that child PPVT scores are expected to increase by .655 raw score points for every

additional hour per month that a parent participates in parenting education. We saw in Chapter 5 (Exhibit 5.5) that Even Start families across the nation participated in an average of six hours of parenting education per month; the same holds for Even Start families in the EDS. Suppose that this amount were to double, to 12 hours per month. In this case, we would expect to see an increase of about 3.9 points on the PPVT (.655 points per month * 6 months = 3.9 points). This would be an increase of about one-quarter of a standard deviation, a fairly substantial increase considering it would be due solely to increasing the amount of time that parents participate in parenting education. The same kind of increases would be predicted for the Woodcock-Johnson subtests (Dictation, Applied Problems, Incomplete Words, or the Early Development Cluster).

These findings are consistent with findings from similar analyses conducted as part of the first national Even Start evaluation (St.Pierre, et al, 1995, pp. 175-180) and lend support to the hypothesis that providing parenting education services to parents ought to be related to changes in their children.

PROJECT AND FAMILY CHARACTERISTICS ASSOCIATED WITH ENHANCED LITERACY PROGRESS

This section seeks to identify characteristics of Even Start projects and families that are associated with enhanced literacy progress as reported by Even Start parents. The analyses presented here rely on the full ESPIRS data set for the 2000-2001 program year, where information is available on many hundreds of Even Start projects and thousands of participating families. The literacy progress of Even Start families is measured by using parent reports on child literacy, on parent literacy at home, and on parenting skills. No control group data are available, since the ESPIRS only collected data on Even Start families.

Simple descriptive statistics on the literacy status of Even Start participants when they entered the program (pretest) and at the end of the 2000-2001 program year (posttest) are shown in Exhibit 6.16. Means are shown for children age 0,0 to 2,6, for children age 2,7 to 4,11, for children age 5,0 to 7,11, and across children of all ages. Scanning the exhibit shows that Even Start parents report gain or growth on each of the constructed variables. In other words, new Even Start families report higher levels of desirable literacy behaviors at the end of their first program year than they did when they entered the program. This holds for child literacy outcomes, parent literacy at home, and various parenting skills.

Of course, many of these behaviors are developmental and we would expect to see improvements without Even Start. This is especially the case for child literacy outcomes, where we expect children to learn the alphabet, learn to count, learn colors, and learn to read and write, without help from Even Start. So it is difficult to judge how much of the change documented in Exhibit 6.15 is due to normal maturation and how much is due to participation in Even Start.

Still, a substantial amount of change occurred between pretest and posttest for families that were new to Even Start. Multi-level modeling was used to explain, or account for, variation in that change on the basis of project characteristics and family characteristics. For example, we would like to know whether the kinds of literacy changes that families report are related to

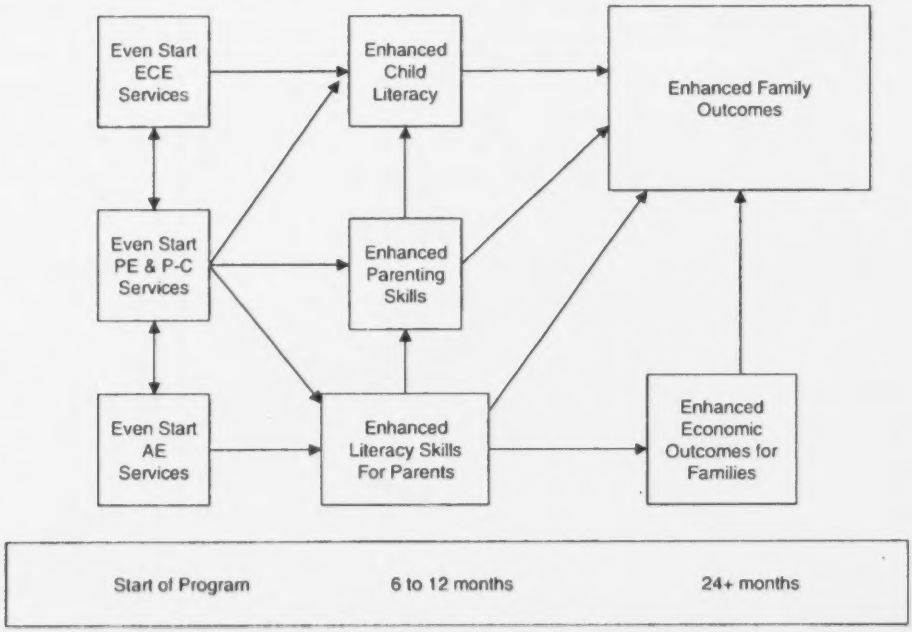
project-level variables such as whether projects are center-based or home-based. Similarly, we would like to know whether literacy changes are related to family-level variables such as duration of participation and hours of service received. Findings from the analysis are:

- The total number of hours that a family participates in Even Start had a positive relationship to pre-post gains on 13 of 14 parent-reported outcomes.
- The length of time that a family participates in Even Start had a positive relationship to pre-post gains on 11 of 14 parent-reported outcomes.
- Child age and years of parent education also had a positive relationship to pre-post gains on several parent-reported outcomes.
- This study collected a limited amount of data on project-level quality variables that might be related to child outcomes. Still, based on the available data, none of the project-level variables available for analysis had a positive relationship to more than a few of the parent-reported outcomes. Parents in center-based projects reported greater gains on three outcomes (child knowledge of print concepts, extent to which parent reads at home, parent participation in school), parents in projects that used the same instructor for multiple instructional services reported greater gains on three outcomes (extent to which parent reads at home, extent to which parent writes at home, parent participation in school), and parents in projects that offered a wider variety of parenting education topics reported greater gains on three outcomes (non-print resources at home, extent of parent reading at home, extent of parent writing at home). No significant relationship to parent-reported outcomes was found projects that do/do not have a formal attendance policy, projects that do/do not have a preparatory period for families, projects that do/do not offer the same level of services year-round, the number of parent-child together activities that the project offers, and whether staff delivering instructional services participate in joint inservice training.

Thus, parents from families that participated more intensively in Even Start (both in terms of total hours of participation and months of participation) reported that their children do better on literacy-related tasks (e.g., knowledge of the alphabet, numbers and colors), that they read a greater variety of materials to their children more frequently, that they have more books and other print resources at home, and that they themselves read and write more than parents from families that participated less intensively. Parents in projects that are center-based, that use the same staff for multiple instructional services, and that offer a wider variety of parenting education topics reported that they were more likely to read and write at home and to participate in school activities.

As was the case with relational analyses based on data from the EDS, the relationships between parent-reported outcomes and family/project characteristics might be due to factors such as differences in the motivation of families or in their opportunity to participate in Even Start. Still, the findings do offer useful insights into how the extent of participation in Even Start relates to the way in which parents perceive changes in literacy-related activities for themselves and their children.

Exhibit 6.1: Model of Even Start's Hypothesized Effects



Note: In this exhibit ECE stands for early childhood education; PE for parenting education; P-C for parent-child joint activities; and AE for adult education.

EXHIBIT 6.2
DISPOSITION OF SAMPLE FOR THE EXPERIMENTAL DESIGN STUDY

SAMPLE GROUP	EVEN START N OF FAMILIES (% OF RA)	CONTROL N OF FAMILIES (% OF RA)	TOTAL N OF FAMILIES (% OF RA)
Total (18 projects)			
Random assignment	309 (100%)	154 (100%)	463 (100%)
Pretest	277 (90%)	140 (91%)	417 (90%)
First posttest	246 (80%)	130 (84%)	376 (81%)
Second posttest	NA	NA	NA
First Cohort (11 projects)			
Random assignment	201 (100%)	100 (100%)	301 (100%)
Pretest	176 (88%)	88 (88%)	264 (88%)
First posttest	150 (75%)	81 (81%)	231 (77%)
Second posttest	151 (75%)	73 (73%)	224 (74%)
Second Cohort (7 projects)			
Random assignment	108 (100%)	54 (100%)	162 (100%)
Pretest	101 (94%)	52 (96%)	153 (94%)
First posttest	96 (89%)	49 (91%)	145 (90%)
Second posttest	NA	NA	NA

Notes: Percentages are calculated as number tested divided by number randomly assigned. NA = not applicable at this time; second posttest for the second cohort of seven projects will be conducted in spring 2002.

Exhibit reads: In the EDS, a total of 463 families were randomly assigned to Even Start or the control group.

EXHIBIT 6.3
AGE OF EVEN START AND CONTROL GROUP CHILDREN AT THE TIME OF RANDOM ASSIGNMENT IN THE EDS

CHILD AGE (YEARS)	EVEN START		CONTROL	
	N	PERCENT	N	PERCENT
<1	47	15%	17	11%
1	22	7%	13	8%
2	39	13%	24	16%
3	65	21%	30	20%
4	70	23%	34	22%
5	37	12%	22	14%
6	15	5%	8	5%
7	11	3%	5	3%
8	3	1%	1	1%
Total	309	100%	154	100%

Notes: Children were assigned through the Even Start age range.

Exhibit reads: In the EDS, fifteen percent of Even Start children were less than one year of age at the time of random assignment.

EXHIBIT 6.4
PRETEST STATISTICS ON SELECTED VARIABLES FOR EVEN START AND CONTROL FAMILIES IN THE EDS

VARIABLE	EXPERIMENTAL DESIGN STUDY			EVEN START NATIONAL STATISTICS
	EDS EVEN START FAMILIES (N=309)	EDS CONTROL FAMILIES (N=154)	P-VALUE (EVEN START VS CONTROL)	
% Spanish spoken at home	65%	65%	.74	37%
% English spoken at home	30%	29%	.74	58%
% Hispanic or Latino	75%	75%	.84	46%
% parents with HS diploma or GED	16%	19%	.43	17%
% single parent households	16%	23%	.10	26%
% employed	27%	23%	.37	22%
% household income <$9,000	25%	28%	.29	39%

Notes: National statistics are from the ESPIRS data collection.

Exhibit reads: In the EDS, 75 percent of the Even Start families identified themselves as Hispanic or Latino.

EXHIBIT 6.5
STATISTICAL POWER ANALYSIS FOR THE EDS

EFFECT SIZE	PPVT (CHILD) (N=108/54)	WJ-R (CHILD) (N=108/54)	STORY & PC (CHILD) (N=142/66)	WJ-R (ADULT) (N=170/76)	PARENT REPORT (CHILD) (N=240/120)
.80sd (large)	.99	.99	.99	.99	.99
.50sd (medium)	.93	.93	.97	.99	.99
.40sd (medium)	.81	.81	.88	.93	.98
.30sd (small)	.60	.60	.68	.75	.88
.20sd (small)	.35	.35	.41	.46	.60

Notes: Assumes one-tail test (Even Start does better than control).

Exhibit reads: If Even Start children gain .80 standard deviations more than control children on the PPVT, then the EDS sample will allow us to detect that effect with 99 percent confidence.

EXHIBIT 6.6
CHILD OUTCOME MEASURES

OUTCOME MEASURE	CHILD AGE	ANALYSIS VARIABLE(S)
Peabody Picture Vocabulary Test	2,6 – 7,11 years	Standard score (mean = 100, sd = 15)
Woodcock-Johnson (Revised)		
Letter-word identification	2,6 – 7,11 years	W score (mean of 500 for 5th graders)
Dictation	2,6 – 7,11 years	W score (mean of 500 for 5th graders)
Applied problems	2,6 – 7,11 years	W score (mean of 500 for 5th graders)
Incomplete words	2,6 – 7,11 years	W score (mean of 500 for 5th graders)
Sound blending	4,0 – 7,11 years	W score (mean of 500 for 5th graders)
Early development skills	2,6 – 7,11 years	W score (average of LWI, DIC, APP)
Story & Print Concepts	2,6 – 7,11 years	Total score, range is 0-11
Social Skills Rating System		
Problem behaviors	Preschool	Standard score (mean = 100, sd = 15)
Social skills	Preschool	Standard score (mean = 100, sd = 15)
Problem behaviors	Elementary	Standard score (mean = 100, sd = 15)
Social skills	Elementary	Standard score (mean = 100, sd = 15)
Vineland Communication Domain		
Teacher rating	2,6 – 7,11 years	Standard score (mean = 100, sd = 15)
Parent rating	2,6 – 7,11 years	Standard score (mean = 100, sd = 15)
Parent Report of Child Literacy		
Child knows alphabet	0,0 – 7,11 years	Values are 0-1 (no/yes)
Child counts to 100 or more	0,0 – 7,11 years	Values are 0-1 (no/yes)
Child knows colors	0,0 – 7,11 years	Values are 0-1 (no/yes)
Extent to which child reads	0,0 – 2,6 years	Values are 0-4 (high = more reading)
Extent to which child reads	2,7 – 7,11 years	Values are 0-9 (high = more reading)
Age appropriate writing skills	0,0 – 7,11 years	Values are 0-2 (high = better writing skills)
Child knows print concepts	0,0 – 7,11 years	Values are 0-9 (high = better knowledge)
School Records		
Attendance	Preschool	% days attended
Absences	Preschool	% days absent
Tardiness	Preschool	tardy any days (no/yes)
Special education	Preschool	special ed referral or IEP (no/yes)
Attendance	Elementary	% days attended
Absences	Elementary	% days absent
Tardiness	Elementary	tardy any days (no/yes)
Special education	Elementary	special ed referral or IEP (no/yes)

Notes: W scores for the WJ-R are equal-interval scores, centered on 500 for 5th graders. The W score scale is like a ruler – a one-point difference signifies the same amount, regardless of the subject's age.

Exhibit reads: The PPVT was administered to children 2,6 to 7,11 years of age; the analysis variable was the PPVT standard score.

EXHIBIT 6.7
PARENT AND FAMILY OUTCOME MEASURES

OUTCOME MEASURE	ANALYSIS VARIABLE(S)
Woodcock-Johnson (Revised)	
Letter-word identification	W score (mean of 500 for 5th graders)
Passage comprehension	W score (mean of 500 for 5th graders)
Word attack	W score (mean of 500 for 5th graders)
Reading vocabulary	W score (mean of 500 for 5th graders)
Reading comprehension	W score (average of PC, RV)
Reading skills	W score (average of LWI, WA)
Economic Self-Sufficiency	
Parent years of education (ESPIRS items)	Values are 1-18 (years of education)
Parent GED (ESPIRS items)	Values are 0-1 (no/yes to HS diploma or GED)
Parent employment (ESPIRS items)	Values are 0-1 (no/yes to employed)
Annual household income (ESPIRS items)	Values are 1-8 (categorized income)
Parent report of literacy at home	
Variety of parent reading at home	Values are 0-12 (high = more reading at home)
Variety of parent writing at home	Values are 0-11 (high = more writing at home)
Parent-child reading	
Read to child daily	Values are 0-1 (no/yes)
Amount of reading to/with child	Values are 0-3 (high = more reading)
Variety of reading to/with child	Values are 0-5 (high = more variety in reading)
Quality of reading to/with child	Values are 0-5 (high = better reading practices)
Literacy resources at home	
Number of books child has	Values are 0-5 (high = more books)
Variety of non-print resources at home	Values are 0-16 (high = more non-print resources)
Variety of print resources at home	Values are 0-5 (high = more print resources)
Parent support of child's school	
Parent participation in school activities	Values are 0-12 (high = more participation)
Parent opinion about school	Values are 0-14 (high = better opinion)

Notes: W scores for the WJ-R are equal-interval scores, centered on 500 for 5th graders. The W score scale is like a ruler – a one-point difference signifies the same amount, regardless of the subject's age.

Exhibit reads: The Woodcock-Johnson letter-word identification subtest was administered to parents; the analysis variable was a W score.

EXHIBIT 6.8
PERCENT OF EVEN START AND CONTROL GROUP FAMILIES IN THE EXPERIMENTAL DESIGN STUDY, BY TYPE OF SOCIAL AND EDUCATIONAL SERVICE RECEIVED BETWEEN PRETEST AND POSTTEST

SERVICE	PERCENT OF EVEN START FAMILIES (N=246)	PERCENT OF CONTROL FAMILIES (N=130)
1. Fed/state cash assist. (e.g., TANF)	24%	20%
2. Employment training (e.g., JOBS)	3%	6%
3. Vocational education	2%	4%
4. Vocational rehabilitation	1%	0%
5. Parenting education classes	26%	16%
6. Beginning ABE (grades 0-4)	4%	0%
7. Intermediate ABE (grades 5-8)	1%	0%
8. Adult secondary education (grades 9-12)	4%	2%
9. GED preparation	26%	16%
10. English-as-a-second language	39%	14%
11. Even Start	53%	12%
12. Head Start	8%	8%
13. Title I preschool	18%	15%
14. Early intervention special education	2%	2%
15. Other preschool	7%	6%
16. Kindergarten	11%	13%
17. Primary school (grades 1-3)	6%	6%
Any adult education (6 or 7 or 8 or 9 or 10 above)	**58%**	**29%**
Any early childhood education (11 or 12 or 13 or 14 or 15 above)	**72%**	**33%**

Notes: This table is based on parent report of services received.

Exhibit reads: In the EDS, 26 percent of Even Start parents reported that they participated in parenting education classes between pretest and posttest.

EXHIBIT 6.9
PERCENT OF INTERVENTION AND CONTROL CHILDREN RECEIVING EARLY CHILDHOOD EDUCATION IN VARIOUS STUDIES

STUDY	INTERVENTION	CONTROL
Even Start	72%	33%
Early Head Start	43%	27%
Comprehensive Child Development Program	61% (age 4) 51% (age3) 48% (age 2)	45% (age 4) 29% (age 3) 22% (age 2)

Exhibit reads: In the Even Start evaluation, 33 percent of control group children participated in an early childhood education program.

EXHIBIT 6.10
CLASSROOM ACTIVITIES FOR CHILDREN AT LEAST AGE THREE WHO WERE IN A CENTER-BASED PRESCHOOL OR KINDERGARTEN CLASSROOM, BY EVEN START AND CONTROL GROUP STATUS

CLASSROOM ACTIVITIES	PERCENT OF CHILDREN FOR WHOM THE ACTIVITY IS OFFERED DAILY OR ALMOST DAILY			
	EXPERIMENTAL DESIGN STUDY			
	EVEN START (N=115)	CONTROL (N=34)	P-VALUE (ES VS. C)	HEAD START
Number concepts or counting	95%	100%	.17	92%
Letters of the alphabet or words	94%	88%	.27	69%
Block building or other construction work	90%	91%	.90	97%
Visual arts (drawing, painting, play dough, etc)	90%	88%	.71	96%
Reading stories	90%	100%	.06	96%
Free play including dress up, make believe, etc	87%	79%	.29	96%
Performing arts (music, movement, dance, etc)	83%	71%	.10	92%
Solving puzzles, playing with geometric forms	82%	76%	.51	95%
Naming colors	81%	76%	.59	89%
Outdoor physical activities	74%	85%	.17	93%
Indoor physical activities	70%	38%	.00	90%
Health, hygiene or nutrition	63%	47%	.09	93%
Science or nature	58%	62%	.72	83%
Computer time	51%	68%	.09	NA
Trips to local library	3%	3%	.92	NA

Notes: EDS data are based on teacher reports for preschool children in the 18 EDS projects. Head Start data are from U.S. Department of Health and Human Services (2001b, p18). NA = data not reported for Head Start.

Exhibit reads: In the EDS, 95 percent of Even Start children in center-based classrooms are exposed to number concepts or counting on a daily or almost daily basis.

Exhibit 6.11: Percent of EDS Families That Made it Through the Period of Preparation and Were Enrolled for At Least "N" Months

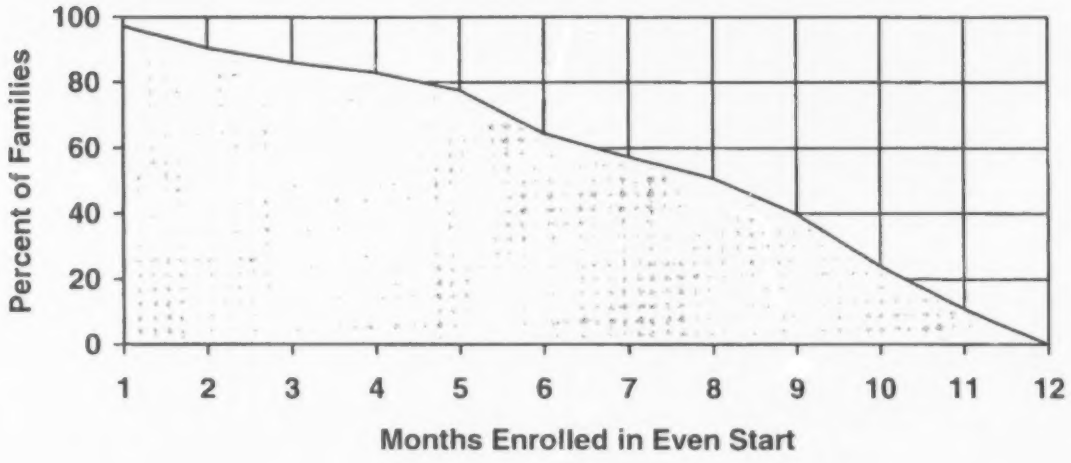


Exhibit reads: 50 percent of the EDS families that were assigned to Even Start and that made it through the period of preparation were enrolled for eight months or less; the other 50 percent were enrolled in Even Start for more than eight months.

EXHIBIT 6.12
SUMMARY OF EVEN START GAINS AND IMPACTS, FROM THE EDS

OUTCOME MEASURE	ANY ES GAIN? (ES GAIN > 0)	ANY ES IMPACT? (ES GAIN > CONTROL GAIN)
Child Outcomes		
PPVT	P<.01 (.27sd)	No
WJR: Letter-Word ID	P<.01 (.32sd)	No
WJR: Dictation	P<.001 (.76sd)	No
WJR: Applied Problems	P<.001 (.80sd)	C>ES (P<.06, -.36sd)
WJR: Incomplete Words	P<.001 (.54sd)	C>ES (P<.08, -.33sd)
WJR: Sound Blending	P<.001 (.72sd)	No
WJR: Early Development	P<.001 (.78sd)	No
Story & Print Concepts	P<.01 (.23sd)	No
SSRS: Soc Skills - Pre	--	No
SSRS: Soc Skills – Elementary	--	No
SSRS: Problem Behavior – Preschool	--	No
SSRS: Problem Behavior - Elementary	--	ES>C (P<.09, .35sd)
Vineland	--	No
Parent Report of Child Literacy		
Child Knows Alphabet (%)	P<.01 (4.3%)	No
Child Counts to 100 (%)	P<.01 (6.3%)	No
Child Knows Colors (%)	P<.001 (17.2%)	No
Extent Child Reads (<2,6 yrs)	P<.001 (.95sd)	No
Extent Child Reads (>2,6 yrs)	P<.001 (.29sd)	No
Age-Appropriate Writing	P<.001 (.33sd)	No
Child Knows Print Concepts	P<.10 (.21sd)	No
Parent Outcomes		
WJR: Letter-Word ID	P<.10 (.21sd)	No
WJR: Passage Comprehension	No	No
WJR: Word Attack	P<.001 (.40sd)	No
WJR: Reading Vocabulary	No	No
WJR: Reading Comprehension	No	No
WJR: Basic Reading Skills	P<.02 (.33sd)	No
Parent Education	No	No
Parent GED Attainment	No	No
Parent Employment	No	No
Annual Household Income	No	No
Parent Report of Parent Literacy at Home		
Variety of Parent Reading	No	No
Variety of Parent Writing	P<.001 (.38sd)	No
Parent Report of Parent-Child Reading		
Parent Reads to Child Daily (%)	No	No
Amount of Reading to Child	No	No
Variety of Reading to Child	No	No
Quality of Reading to Child	P<.001 (.29sd)	No
Parent Report of Literacy Resources at Home		
Number of Books Child Has	P<.001 (.27sd)	No
Variety of Non-Print Resources	P<.001 (.29sd)	No
Variety of Print Resources	P<.001 (.21sd)	No
Parent Report of Parent Support of Child's School		
Parent Participation in School	P<.001 (.64sd)	No
Parent Opinion About School	No	No
Notes: No gain shown for SSRS or Vineland as these were administered only at posttest.		
Exhibit reads: Even Start children gained a significant amount on the PPVT, but not more than control children.		

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Exhibit 6.13: Summary of EDS Results

Measure	Even Start			Control			ES-C	Std Dev	Eff. Size
	Pre	Post	Post-Pre	Pre	Post	Post-Pre			
Child Outcomes									
PPVT	72.9	76.9	4.0	74.5	78.1	3.6	0.4	15.0	.03
WJR: Letter-Word ID	359.2	367.1	7.8	360.7	371.2	10.5	-2.6	24.2	-.10
WJR: Dictation	333.1	358.6	25.5	345.6	366.4	20.8	4.7	33.5	.14
WJR: Applied Problems	393.8	410.8	17.0	393.9	418.4	24.6	-7.6	21.3	-.36*
WJR: Incomplete Words	441.8	452.0	10.2	445.9	462.3	19.5	-6.2	18.9	-.33*
WJR: Sound Blending	447.3	459.7	12.4	449.3	459.8	10.6	1.8	17.2	.10
WJR: Early Development	361.6	379.1	17.5	365.6	384.8	19.2	-1.7	22.5	-.08
Story & Print Concepts	4.70	5.44	0.74	4.69	5.63	0.94	-0.2	3.2	-.06
SSRS: Soc Skills – Preschool	NA	99.9	NA	NA	96.7	NA	3.1	15.0	.21
SSRS: Soc Skills – Elementary	NA	102.7	NA	NA	100.9	NA	1.8	15.0	.12
SSRS: Prob Beh – Preschool	NA	97.6	NA	NA	97.5	NA	0.1	15.0	.01
SSRS: Prob Beh – Elementary	NA	95.7	NA	NA	101.0	NA	5.3	15.0	.35*
Vineland	NA	90.6	NA	NA	89.9	NA	0.7	15.0	.05
Parent Report of Child Literacy									
Child Knows Alphabet (%)	8.15	12.45	4.29	7.89	17.54	9.65	-5.36	NA	-.21
Child Counts to 100 (%)	6.29	12.58	6.29	8.86	18.99	10.13	-3.84	NA	-.14
Child Knows Colors (%)	43.31	60.51	17.20	51.95	66.23	14.29	2.91	NA	.08
Extent Child Reads (<2,6 yrs)	0.82	1.86	1.04	1.15	2.19	1.04	0.00	1.10	.00
Extent Child Reads (>2,6 yrs)	4.70	5.35	0.65	5.35	5.61	0.25	0.40	2.22	.18
Age-Appropriate Writing	1.08	1.30	0.22	1.16	1.41	0.24	-0.02	0.66	-.03
Child Knows Print Concepts	3.43	3.84	0.41	3.74	4.05	0.31	0.10	1.93	.05
Parent Outcomes									
WJR: Letter-Word ID	496.5	500.9	4.4	500.5	505.9	5.4	-1.0	21.4	-.05
WJR: Passage Comprehension	476.3	479.9	3.6	481.1	485.4	4.3	-0.7	16.1	-.04
WJR: Word Attack	488.0	493.4	5.4	491.0	495.5	4.5	0.9	13.5	.07
WJR: Reading Vocabulary	483.9	486.4	2.4	489.2	490.7	1.6	0.9	16.3	.06
WJR: Reading Comprehension	480.0	483.0	3.0	485.4	488.5	3.0	0.0	14.9	.00
WJR: Basic Reading Skills	492.2	497.1	4.9	496.9	502.2	5.3	-0.4	15.0	-.03
Parent Education	9.18	9.27	.09	9.42	9.24	-.18	.27	2.9	.09
Parent GED Attainment (%)	17.2	15.8	-1.4	17.9	15.3	-2.6	1.2	NA	.09
Parent Employment (%)	25.8	32.9	7.1	22.8	36.3	13.5	-6.4	NA	-.21
Annual Household Income	4.97	5.05	.08	4.98	5.08	.10	-.02	2.05	-.01
Parent Report of Parent Literacy at Home									
Variety of Parent Reading	7.07	7.32	0.25	6.92	7.56	0.65	-0.40	2.73	-.15
Variety of Parent Writing	3.22	4.10	0.88	3.13	3.70	0.57	0.31	2.33	.13
Parent Report of Parent-Child Reading									
Parent Reads Child Daily (%)	30.8	28.3	-2.5	29.8	22.6	-7.3	4.8	NA	.23
Amount of Reading to Child	0.59	0.57	-0.02	0.53	0.47	-0.06	0.04	0.80	.05
Variety of Reading to Child	1.68	1.78	0.10	1.72	1.90	0.19	-0.09	1.39	-.06
Quality of Reading to Child	2.80	3.27	0.47	2.80	3.36	0.56	-0.11	1.63	-.07
Parent Report of Literacy Resources at Home									
Number of Books Child Has	2.08	2.39	0.31	2.16	2.51	0.35	-0.04	1.16	-.03
Variety of Non-Print Resources	9.10	9.99	0.89	9.01	9.94	0.93	-0.04	3.11	-.01
Variety of Print Resources	2.70	2.96	0.26	2.93	3.01	0.07	0.19	1.22	.16
Parent Report of Parent Support of Child's School									
Parent Participation in School	2.62	3.87	1.25	3.07	4.63	1.55	-0.30	1.94	-.15
Parent Opinion About School	12.79	12.61	-0.18	12.73	12.73	0.00	-0.18	2.81	-.06

Notes: Effect size for continuous variables calculated as (ES-C)/(sd); for 0/1 variables calculated as per Cohen (1977, p.180-183). For WJ-R, SD is for children age 4 and adults age 30-39, from WJ-R Examiner's Manual. For PPVT, SSRS and Vineland, SD is 15 (norms group). For other measures SD is taken from Even Start pretest. * p<.10, ** p<.05

Exhibit reads: Even Start children averaged 73 points on the PPVT at pretest.

Exhibit 6.14: Pretest and Posttest Standard Scores on the PPVT for Even Start and Control Children in the EDS, and for Children in the Head Start FACES Study

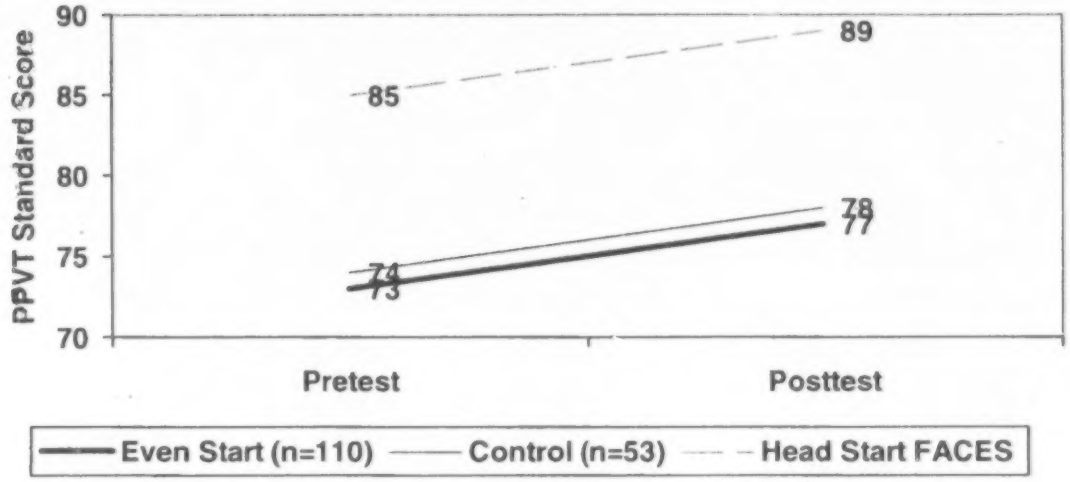

Exhibit reads: Even Start children in the EDS had an average score of 73 on the PPVT at pretest.

EXHIBIT 6.15
SUMMARY OF REGRESSIONS PREDICTING CHILD OUTCOMES FROM HOURS OF PARTICIPATION AND FAMILY BACKGROUND
(ONLY SIGNIFICANT RESULTS ARE SHOWN)

PREDICTOR	OUTCOME MEASURE					
	PPVT	LETTER WORD ID	DICTATION	APPLIED PROBLEMS	INCOMPLETE WORDS	EARLY DEVELOPMENT CLUSTER
AE hours/month			p<.017 b=-0.628	p<.010 b=-0.446		
PE hours/month	p<.021 b=0.655		p<.013 b=1.815	p<.002 b=1.508	p<.021 b=0.811	p<.012 b=1.088
ECE hours/month			p<.075 b=0.331	p<.041 b=0.248	p<.003 b=0.357	
R-square	.50	.69	.73	.67	.56	.76

Notes: N = 98 families with complete data. In addition to monthly hours of participation in adult education, parenting education and early childhood education, the regressions also included pretest, child age, parent age, gender, mother's education, whether a parent was employed, and whether English was spoken at home. Regression coefficients (b) show predicted change in raw score points for a particular test for every 10 monthly hours of instruction.

Exhibit reads: Monthly hours of participation in parenting education is positively related to child PPVT posttest scores (p<.021); child PPVT scores are expected to increase by .655 raw score points for every additional hour/month that the parent participates in parenting education.

EXHIBIT 6.16

PARENT-REPORTED OUTCOMES: PRETEST AND POSTTEST DATA FOR FAMILIES NEW TO EVEN START IN 2000-2001

VARIABLE (RANGE)	CHILD AGE: 0,0 – 2,6 (N=935)		CHILD AGE: 2,7 – 4,11 (N=950)		CHILD AGE: 5,0 – 7,11 (N=527)		TOTAL (N=2,679)	
	PRE MEAN	POST MEAN	PRE MEAN	POST MEAN	PRE MEAN	POST MEAN	PRE MEAN	POST MEAN
Child Literacy Outcomes								
Child knows alphabet (0-3)	NA	NA	0.63	1.02	2.15	2.59	1.22	1.63
Child counts to 100 or more (0-5)	NA	NA	1.65	2.22	3.55	3.92	2.34	2.836
Child knows colors (0-3)	NA	NA	1.23	1.56	1.81	1.93	1.44	1.70
Extent to which child reads, age 0,0 – 7,11 (0-9)	0.86	1.58	4.11	5.34	6.38	7.49	3.26	4.25
Child knowledge of print concepts (0-9)	NA	NA	3.92	4.95	NA	NA	3.92	4.95
Parent Literacy at Home								
Variety of parent reading at home (0-12)	7.11	8.31	7.12	8.22	7.47	8.47	7.16	8.35
Variety of parent writing at home (0-11)	4.37	5.76	4.20	5.52	4.44	5.78	4.32	5.69
Parent-Child Reading								
Amount of reading to/with child (0-3)	.55	.77	.50	.65	.51	.66	.52	.70
Variety of reading to/with child (0-5)	.80	1.36	1.30	1.80	1.68	2.25	1.19	1.73
Quality of reading to/with child (0-5)	1.18	2.03	2.77	3.63	3.24	3.89	2.26	3.07
Literacy Resources at Home								
Number of books child has (0-5)	1.83	2.51	2.35	2.81	2.39	2.76	2.16	2.68
Variety of non-print resources at home (0-16)	7.72	9.99	9.50	11.22	9.88	11.38	8.87	10.77
Variety of print resources at home (0-5)	2.57	3.02	2.70	3.10	2.98	3.49	2.71	3.16
Parent Support of Child's School								
Variety of parent participation in school (0-12)	NA	NA	1.83	3.10	2.06	3.30	1.92	3.18
Positive parent opinion about school (0-14)	NA	NA	NA	NA	13.03	13.27	13.03	13.27

Notes: Includes families new to Even Start in 2000-2001 that have a valid pretest and a valid first posttest. Pre = pretest, Post = posttest at end of program year. Data are included under a given Child Age column only if the family had pretest and posttest using the same child module. Families that changed child modules from pretest to posttest are not included in the Child Age columns, but are included in the Total column. N for Total column is the sum of N's for Child Age columns (excluding NA columns). Total column also includes children who switched modules between pretest and posttest. NA means that an outcome did not exist for a given Child Age level. Some of the variables in this analysis are defined slightly different than similar variables in the outcome analyses reported earlier in this chapter.

Exhibit reads: On a scale from zero to three, children age 2,7-4,11 scored 0.63 at pretest on knowledge of the alphabet, according to parent reports.

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APPENDIX 6.1: DETAILED OUTCOME TABLES

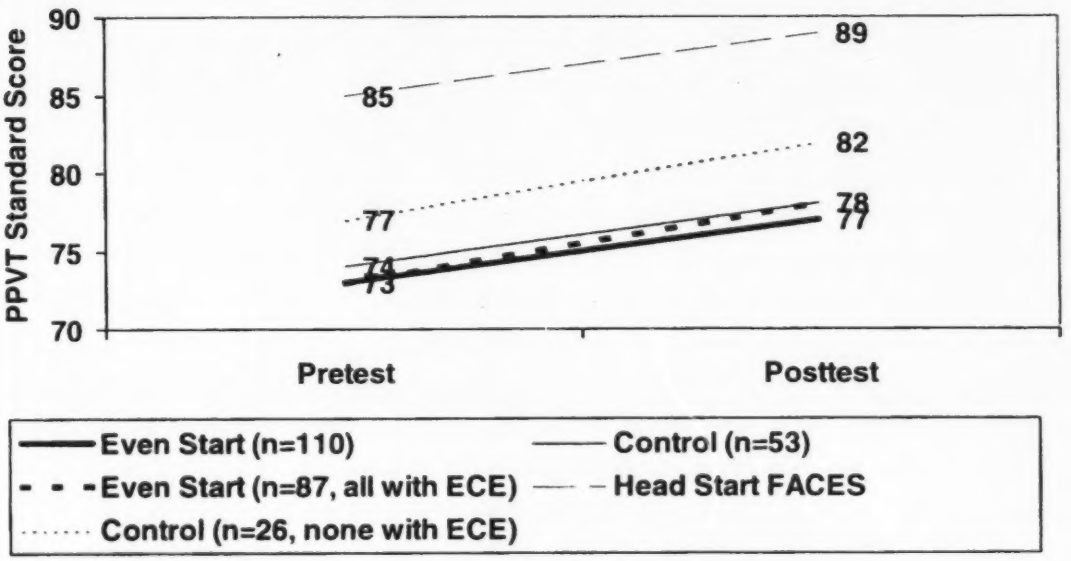
This Appendix presents graphs comparing various Even Start and control group outcome measures at pretest and posttest. For ease of reading, the graphs have been constructed so that only a portion of the full range of data is shown. The small differences between Even Start and control groups at pretest, or at posttest, may sometimes look large because of the way they are presented. Unless otherwise indicated, these differences are not statistically significant. The Appendix includes the following sets of graphs:

- Child outcomes
  - PPVT
  - Woodcock-Johnson
  - Story & Print Concepts
  - Social skills rating system
  - Vineland
  - School records
- Parent report of child literacy
- Parent outcomes
  - Woodcock-Johnson
  - Parent education, GED attainment, employment, income
- Parent report of parent literacy at home
- Parent report of parent-child reading
- Parent report of literacy resources at home
- Parent report of parent support of child's school
- Comparison of pretest parent report data for EDS and ESPIRS samples

CHILD OUTCOMES

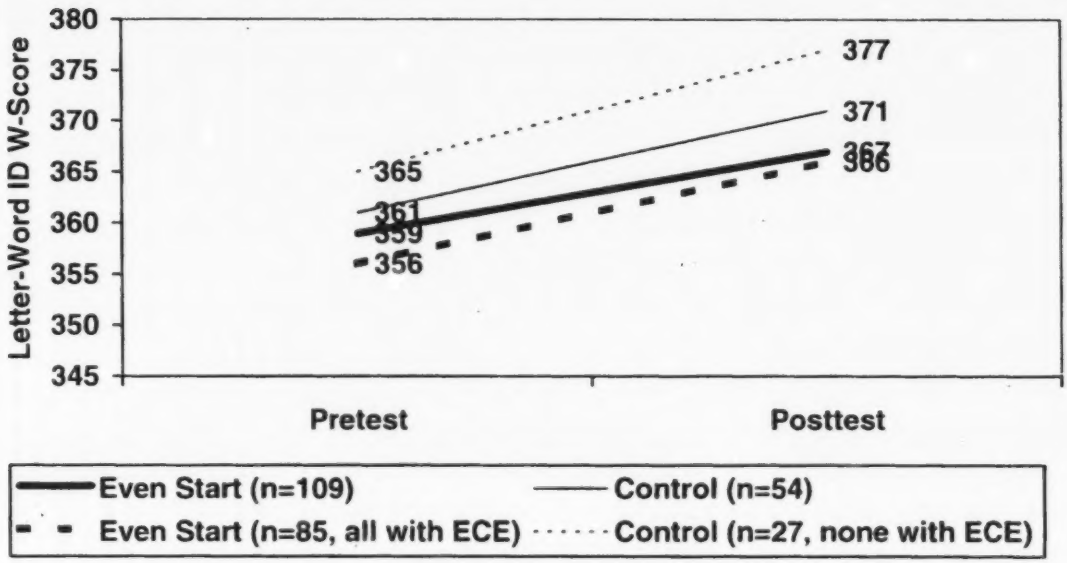
- PPVT
- Woodcock-Johnson
- Story & Print Concepts
- Social skills rating system
- Vineland
- School records

Exhibit 6.1.1: Child PPVT



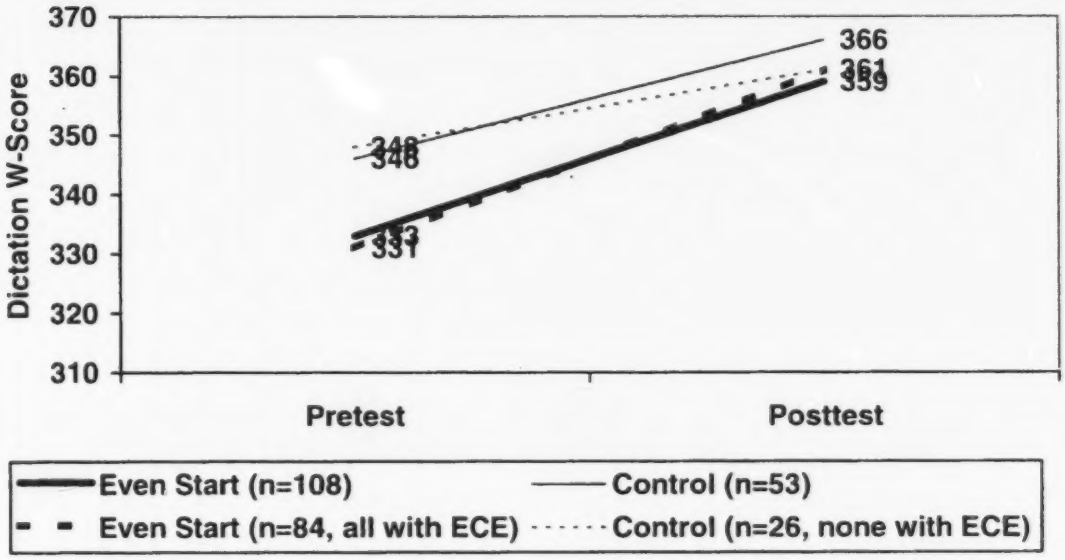
- PPVT: Measures listening comprehension for spoken works. It assesses children's knowledge of the meaning of words by asking them to say or point to which of four pictures best shows the meaning of a word that is said aloud.
- Even Start children gain from pretest to posttest (4.0 points or .27 std dev)
- Control children gain (3.6 points or .24 std dev)
- No significant difference between Even Start and control gains ($p<.86$)
- At posttest, Even Start children score at the 6th and Controls at the 8th percentile
- When we delete Even Start children with no ECE (24 of 111 children were deleted) the gain for Even Start children is larger (5.4 points or .36 std dev), but still no significant difference between Even Start and control gains
- Head Start children (from the FACES study) gain 4.2 points over a year

Exhibit 6.1.2: Child WJ-R: Letter-Word Identification



- **Letter-Word Identification: The first five items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure reading skills in identifying isolated letters and words that appear in large type.**
- **Even Start children gain from pretest to posttest (7.8 points or .32 std dev)**
- **Control children gain (10.5 points or .43 std dev)**
- **No significant difference between Even Start and control gains (p<.32)**
- **At posttest, Even Start children score at the 23rd and Controls at the 27th percentile**
- **At posttest, Even Start and Control children score below grade K.0**
- **W-scores are equal-interval scores. Like a ruler; the same scale is used for children of all ages. Standard scores are like using a different ruler for children of different ages.**

Exhibit 6.1.3: Child WJ-R: Dictation



- Dictation: The first six items measure prewriting skills such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses to questions requiring knowledge of letter forms, spelling, punctuation, capitalization and word usage.
- Even Start children gain from pretest to posttest (25.5 points or .76 std dev)
- Control children gain (20.8 points or .62 std dev)
- No significant difference between Even Start and control gains ($p<.49$)
- At posttest, Even Start children score at the 14th and Controls at the 16th percentile
- At posttest, Even Start and Control children score below grade K.0

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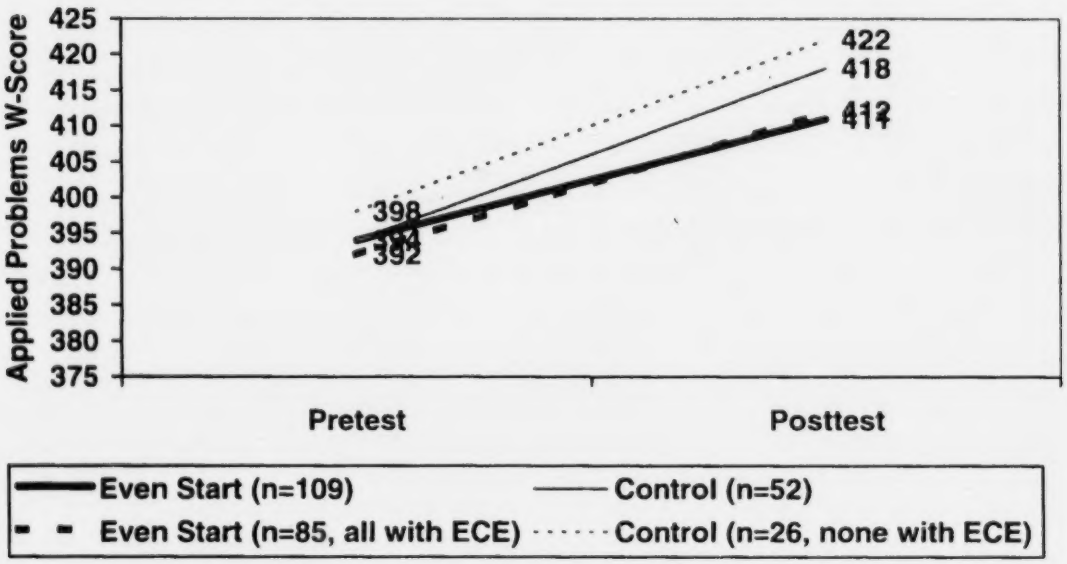
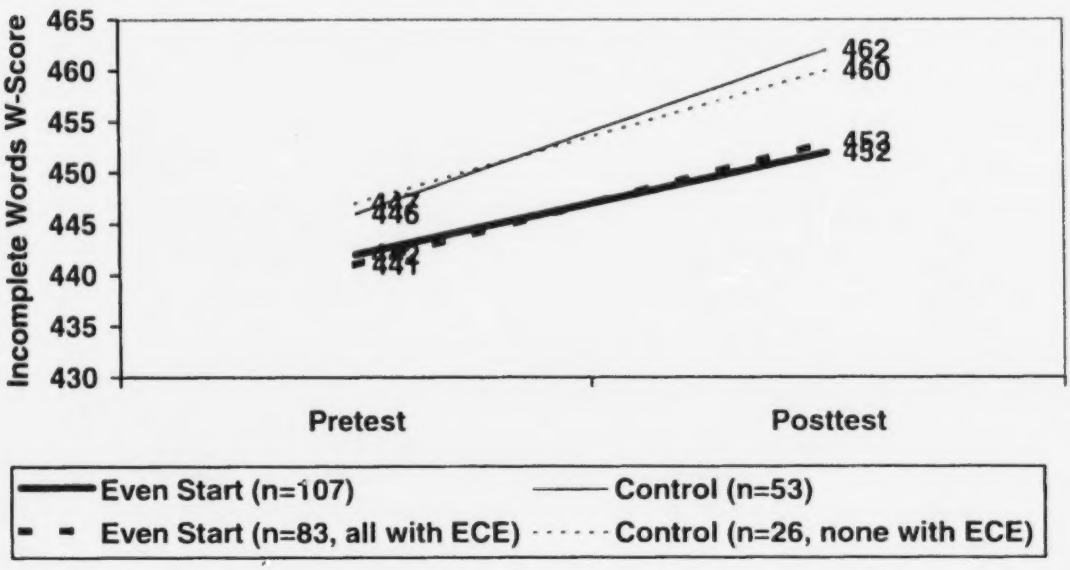
Exhibit 6.1.4: Child WJ-R: Applied Problems



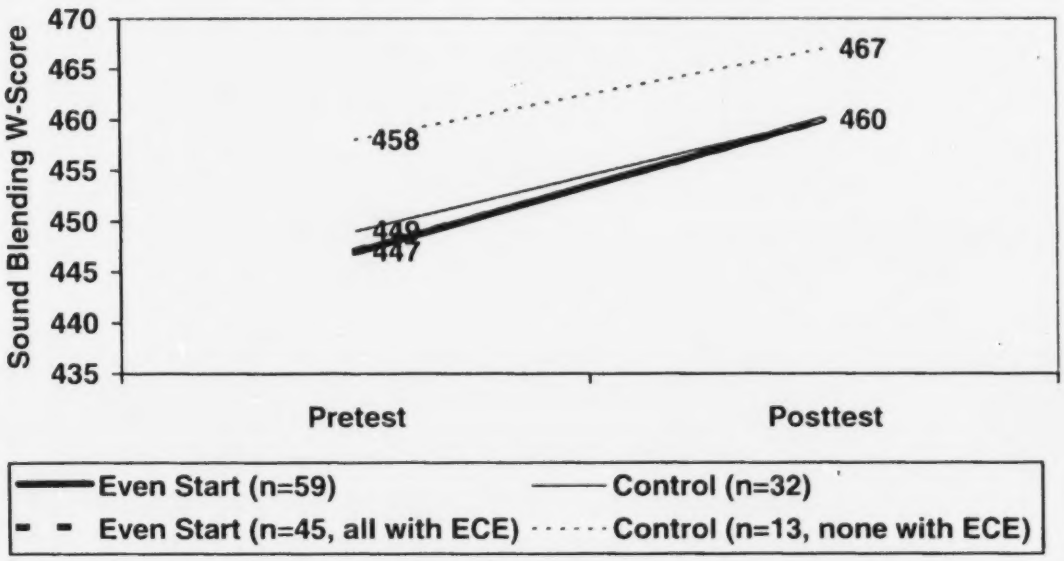
- Applied Problems: Measures skill in analyzing and solving practical math problems. Child must recognize the procedure to be followed and then perform simple counting or addition or subtraction operations.
- Even Start children gain from pretest to posttest (17.0 points or .80 std dev)
- Control children gain (24.6 points or 1.15 std dev)
- No significant difference between Even Start and control gains (p<.06)
- At posttest, Even Start children score at the 19th and Controls at the 32nd percentile
- At posttest, Even Start and Control children score below grade K.0

Exhibit 6.1.5: Child WJ-R: Incomplete Words



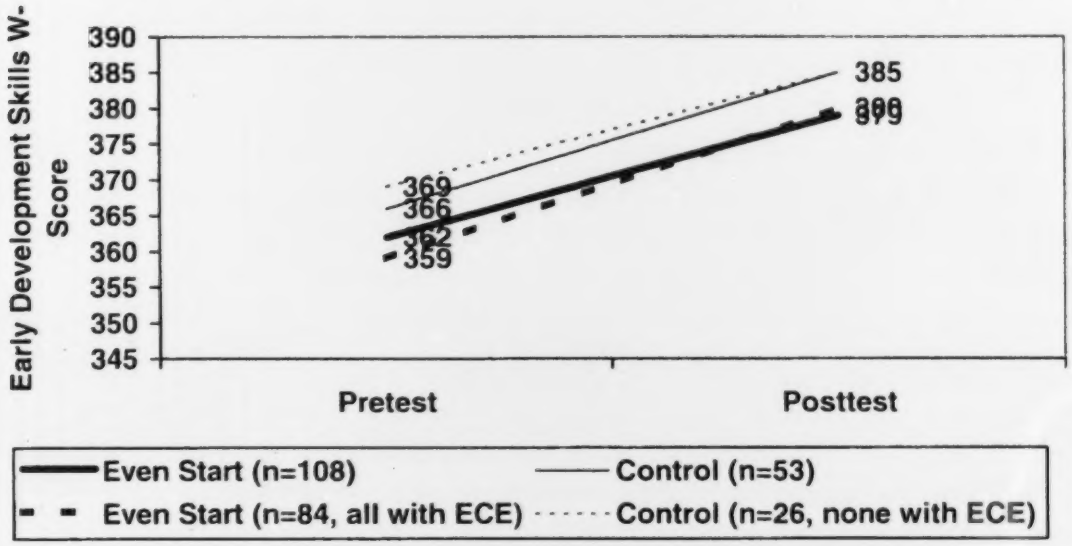
- Incomplete Words: A tape-recorded test that measures auditory processing. After hearing a recorded word that has one or more phonemes missing, the child identifies the complete word.
- Even Start children gain from pretest to posttest (10.2 points or .54 std dev)
- Control children gain (19.5 points or 1.03 std dev)
- No significant difference between Even Start and control gains ($p<.08$)
- At posttest, Even Start children score at the 15th and Controls at the 30th percentile
- At posttest, Even Start and Control children score below grade K.0

Exhibit 6.1.6: Child WJ-R: Sound Blending



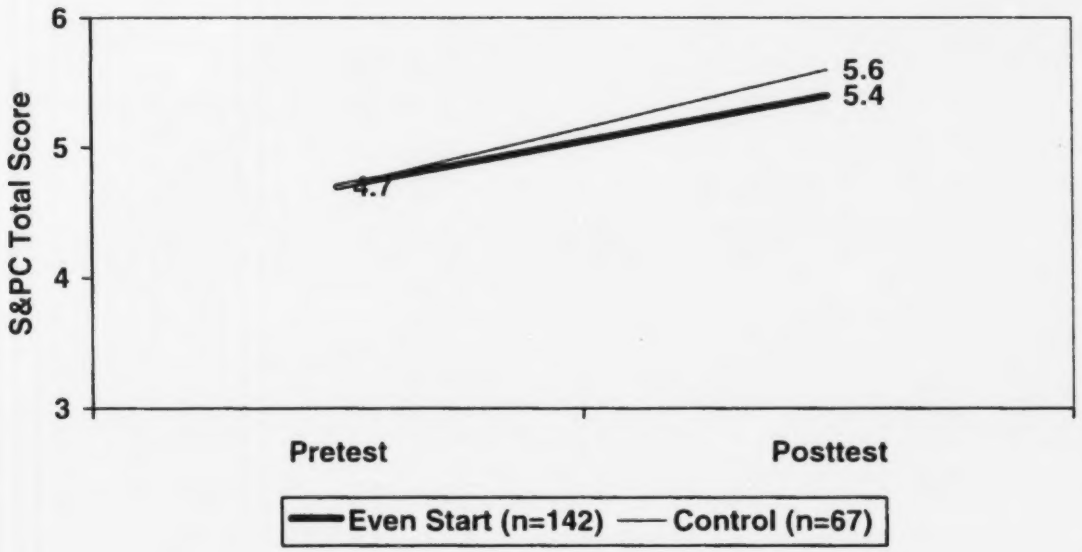
- Sound Blending: Measures the ability to integrate and then say whole words after hearing parts (syllables and/or phonemes) of the words. Not given if under age 4.
- Even Start children gain from pretest to posttest (12.4 points or .72 std dev)
- Control children gain (10.6 points or .62 std dev)
- No significant difference between Even Start and control gains (p<.62)
- At posttest, Even Start children score at the 24th and Controls at the 32nd percentile
- At posttest, Even Start children score at grade K.2 and Controls at grade K.2

Exhibit 6.1.7: Child WJ-R: Early Development Skills Cluster (Letter-Word Identification + Dictation + Applied Problems)



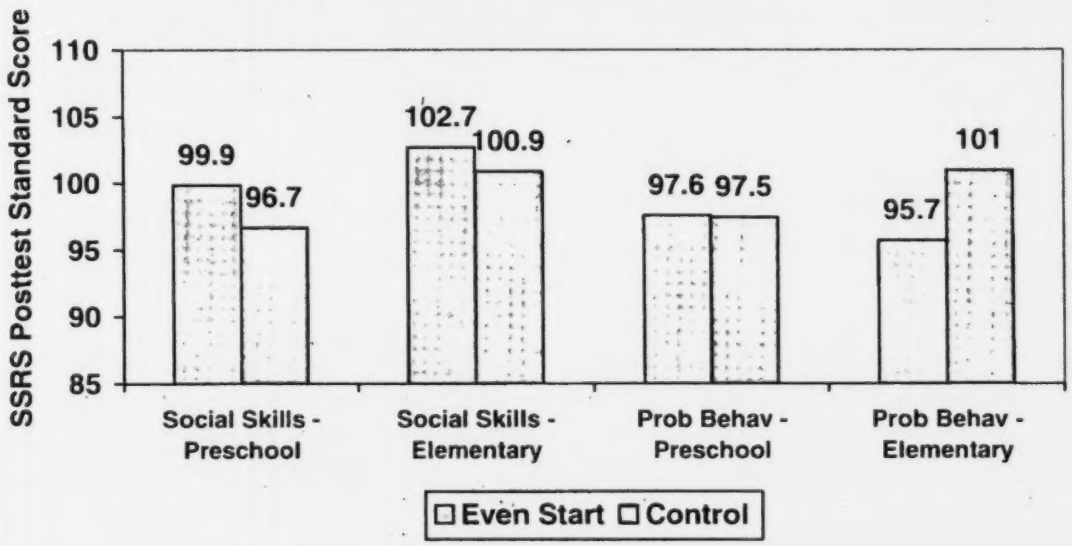
- Early Development Skills Cluster: A cluster of scores that provides a quick assessment of broad achievement. Sum of Letter-Word ID, Dictation and Applied Problems.
- Even Start children gain from pretest to posttest (17.5 points or .78 std dev)
- Control children gain (19.2 points or .85 std dev)
- No significant difference between Even Start and control gains ($p<.62$)
- At posttest, Even Start children score at the 12th and Controls at the 17th percentile
- At posttest, Even Start and Control children score below grade K.0

Exhibit 6.1.8: Story & Print Concepts



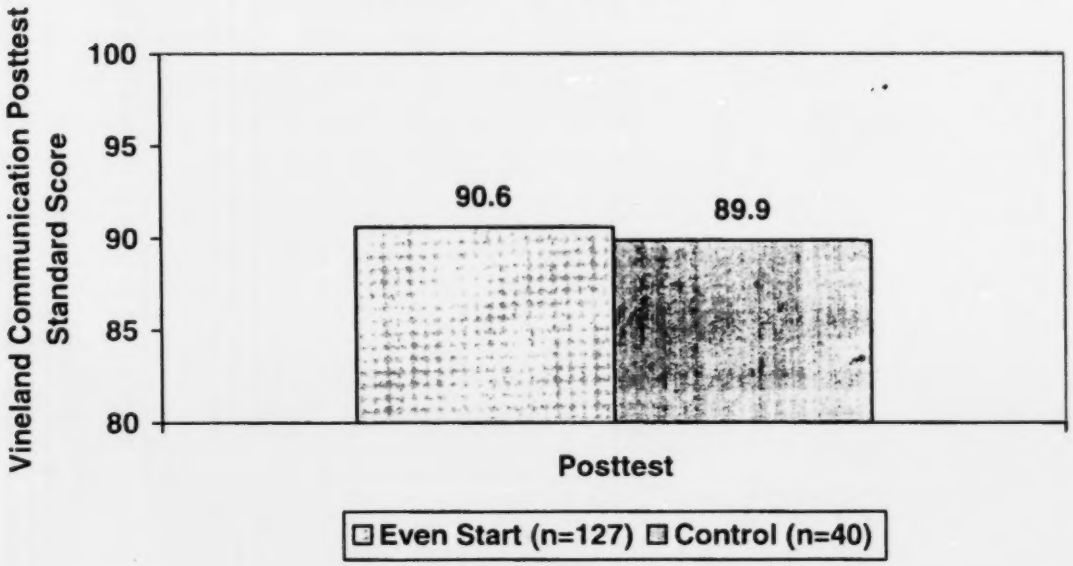
- Story & Print Concepts: Taken from FACES battery of measures. The child is read a story and asked basic questions about both the content of the story and the mechanics of reading. Maximum total score is 11.
- Even Start children gain from pretest to posttest (0.74 points or .23 std dev)
- Control children gain (0.94 points or .29 std dev)
- No significant difference between Even Start and control gains (p<.61)

Exhibit 6.1.9: Social Skills Rating System Posttest Standard Scores (Teacher Report)



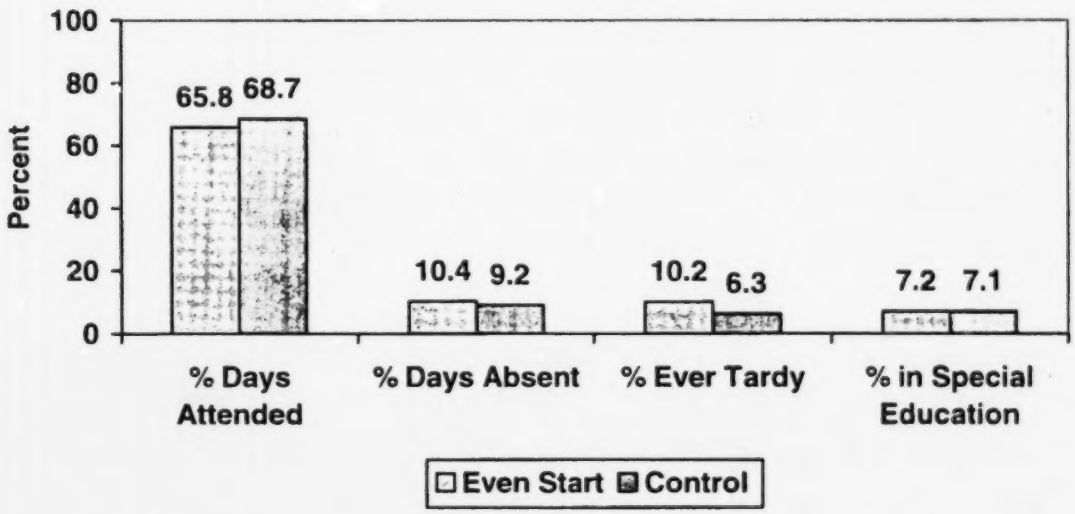
- Teachers need to become familiar with children in order to complete these rating scales, hence SSRS data were collected only at posttest.
- Social Skills: 30 items that ask the teacher to rate the child on a three-point scale (never, sometimes, very often). Measures cooperation, assertion and self-control. A high score indicates better social skills.
- Problem Behavior: 18 items (10 for the preschool version) that ask the teacher to rate the child on a three-point scale (never, sometimes, very often). Measures internalizing behaviors (acting sad or lonely), externalizing behaviors (acting out), and hyperactivity (not in the preschool version). A high score indicates more problematic behaviors.
- Even Start children scored better than Control children on the Social Skills scale at both the preschool and elementary levels, although the differences are not statistically significant.
- Even Start children scored better than Control children on the Problem Behavior scale at the elementary level (5.3 points or .35 std dev, $p<.09$). This difference is statistically significant and indicates that in elementary school, Even Start children exhibit fewer problematic behaviors than Control children.

Exhibit 6.1.10: Vineland Communication Posttest Standard Score (Teacher Rating)



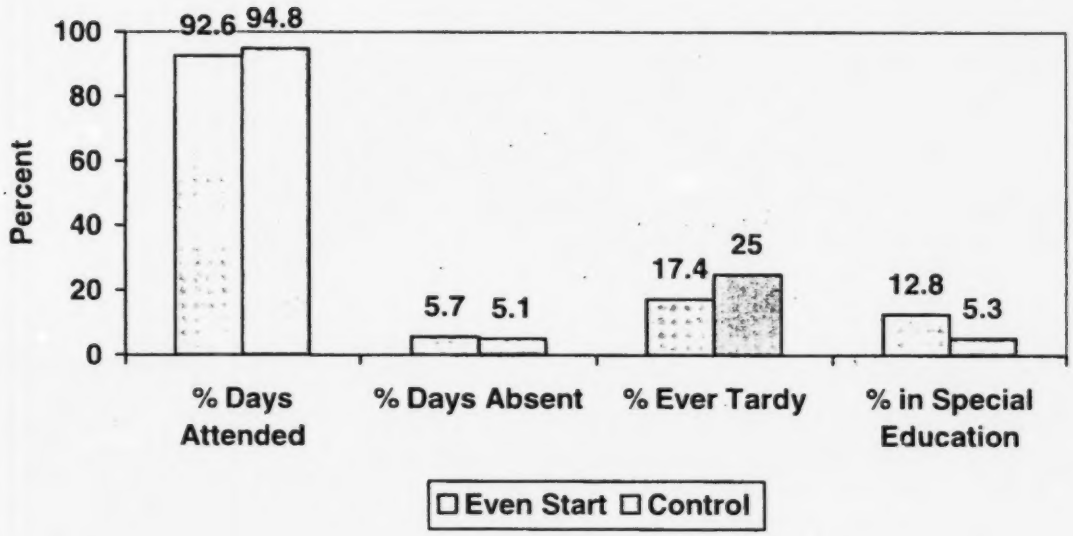
- Teachers need to become familiar with children in order to complete the Vineland, hence data were collected only at posttest.
- Vineland Communication Standard Score: This scale consists of 63 items that provide an assessment of literacy functioning.
- Even Start children score at the same level as Control children.

Exhibit 6.1.11: School Record Abstraction (Preschool Level)



- Data were taken from school records on days attended, days absent, days tardy, and referral to special education or presence of an IEP
- N for % days attended: ES = 83, C = 22
- N for % days absent: ES = 75, C = 25
- N for % ever tardy: ES = 49, C = 16
- N for % in special education: ES = 97, C = 28
- No significant difference between Even Start and Control children on any of these variables at the preschool level

Exhibit 6.1.12: School Record Abstraction (Elementary Level)

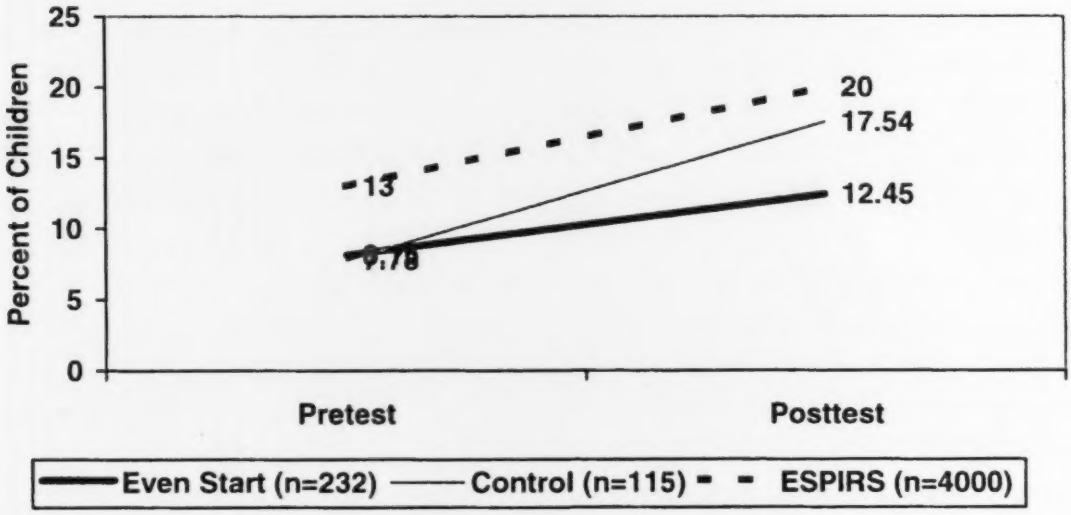


- Data were taken from school records on days attended, days absent, days tardy, and referral to special education or presence of an IEP
- N for % days attended: ES = 37, C = 17
- N for % days absent: ES = 37, C = 19
- N for % ever tardy: ES = 23, C = 8
- N for % in special education: ES = 39, C = 19
- No significant difference between Even Start and Control children on any of these variables at the elementary level

PARENT REPORT OF CHILD LITERACY

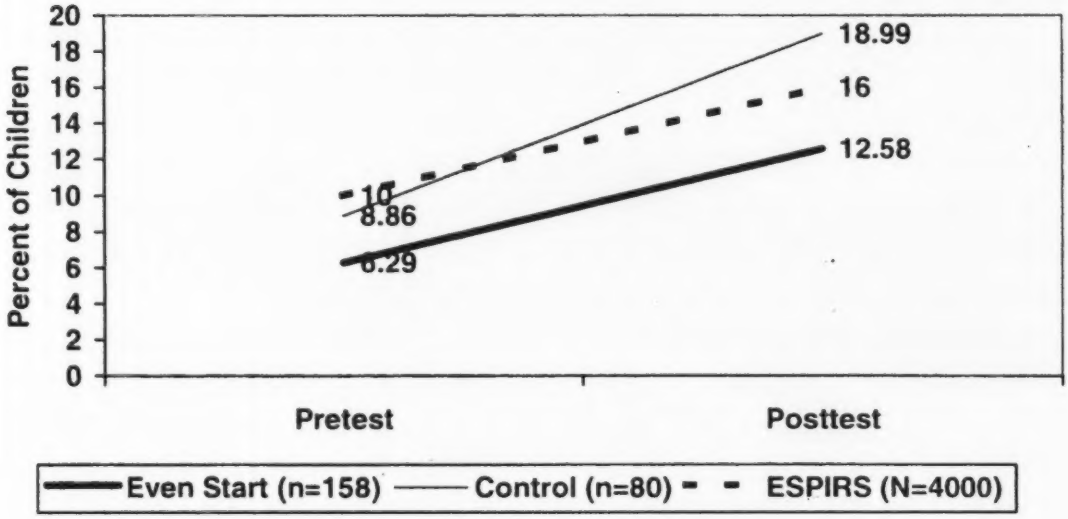
- Child knows alphabet
- Child counts to 100
- Child knows colors
- Extent child reads (age <2,6 years)
- Extent child reads (age >2,6 years)
- Age-appropriate writing skills
- Child knows print concepts

Exhibit 6.1.13: Percent of Children Who Know the Alphabet (Parent Report)



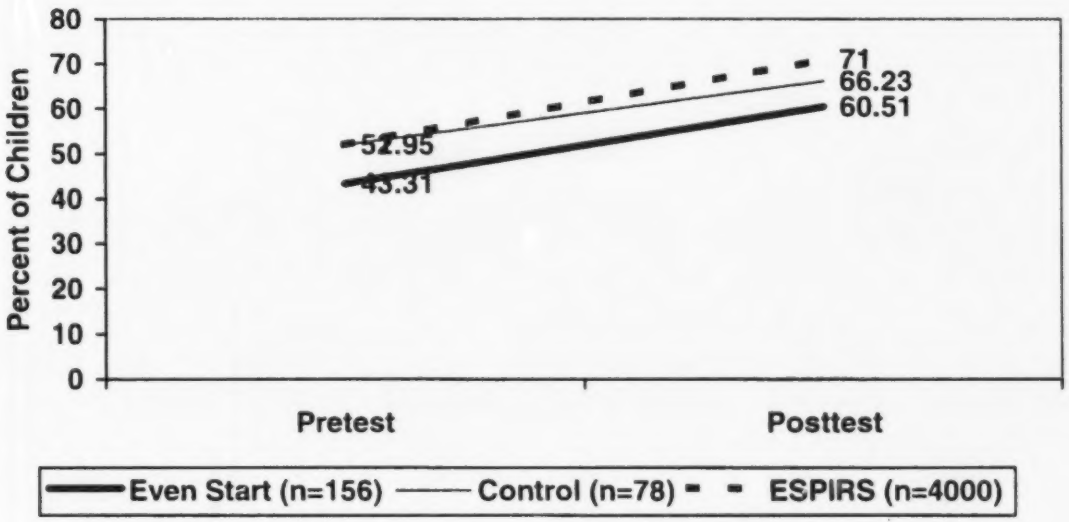
- Even Start children gain from pretest to posttest (4.29%)
- Control children gain (9.65%)
- No significant difference between Even Start and control gains (p<.24)

Exhibit 6.1.14: Percent of Children Who Can Count to 100 (Parent Report)



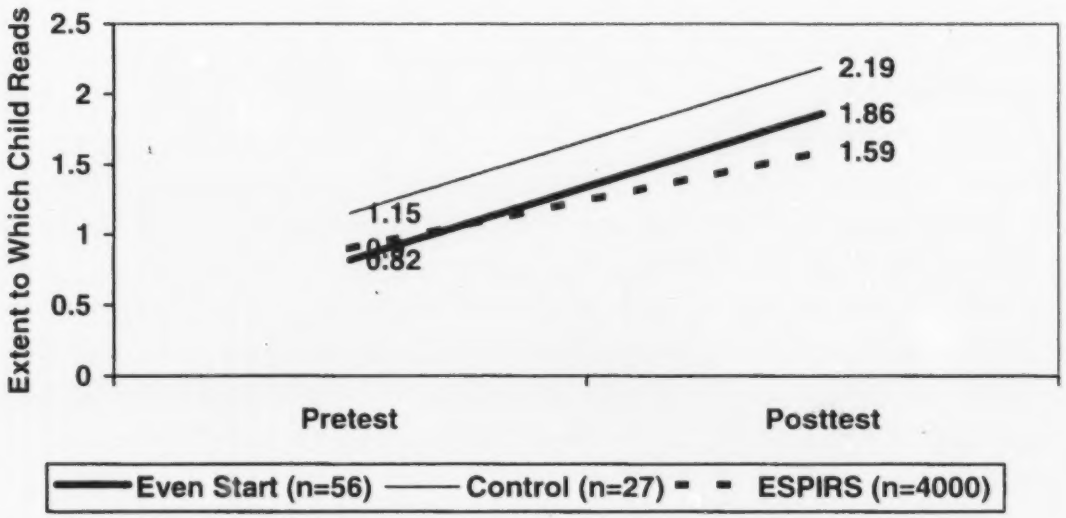
- Even Start children gain from pretest to posttest (6.29%)
- Control children gain (10.13%)
- No significant difference between Even Start and control gains (p<.29)

Exhibit 6.1.15: Percent of Children Who Know Colors Red, Yellow, Blue, Green (Parent Report)



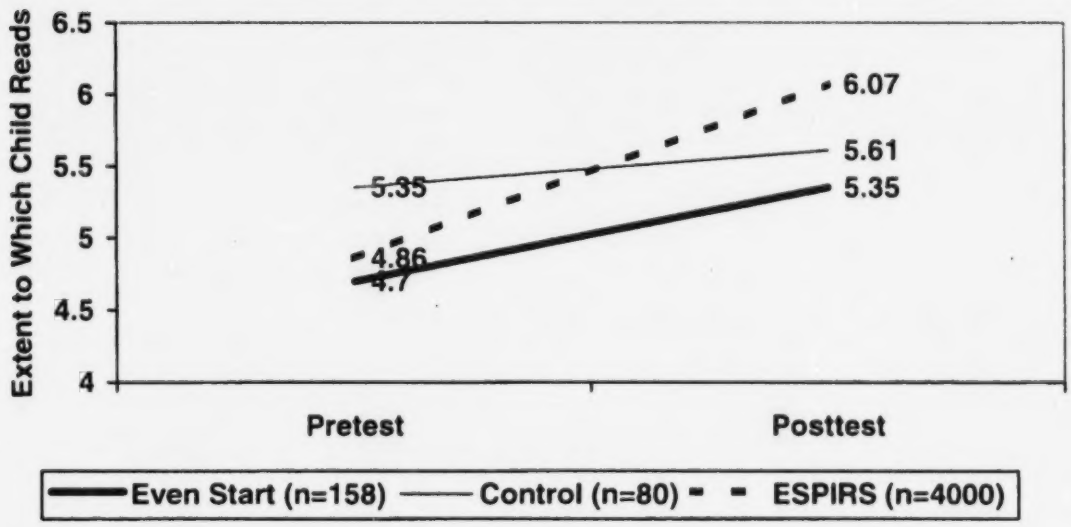
- Even Start children gain from pretest to posttest (17.20%)
- Control children gain (14.29%)
- No significant difference between Even Start and control gains (p<.88)

Exhibit 6.1.16: Extent to Which Child <2 yrs, 6 mos Reads (Parent Report, range of 0-4)



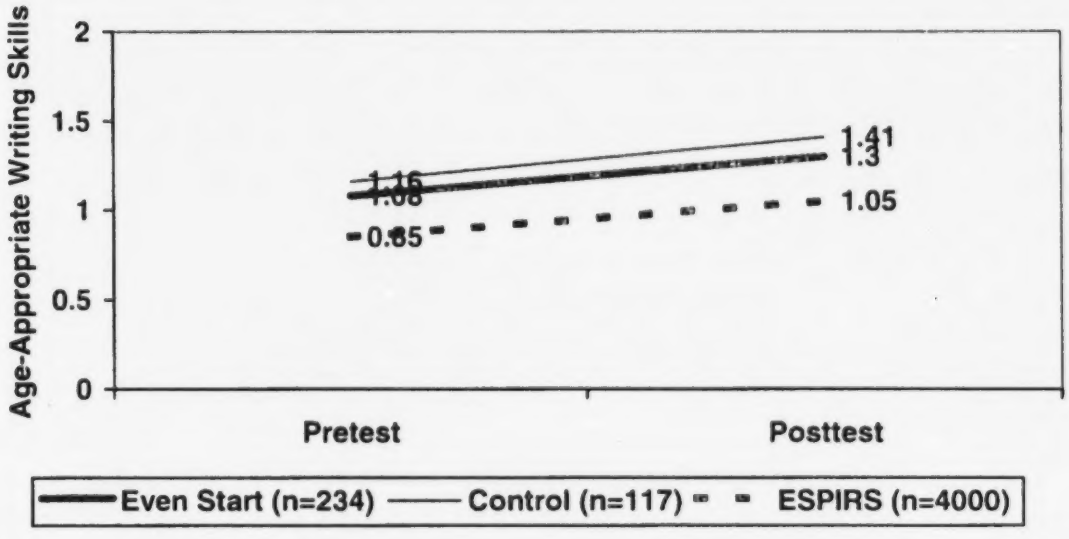
- Extent to Which Child Reads (age 0,0 – 2,6): Has values from 0 to 4. Value increases by 1 if child pretends to read, has memorized book, pretends to read to someone else, has favorite book.
- Even Start children gain from pretest to posttest (1.04 points or .95 std dev)
- Control children gain (1.04 points or .95 std dev)
- No significant difference between Even Start and control gains (p<.99)

Exhibit 6.1.17: Extent to Which Child > 2 yrs, 6 mos Reads (Parent Report, range of 0-9)



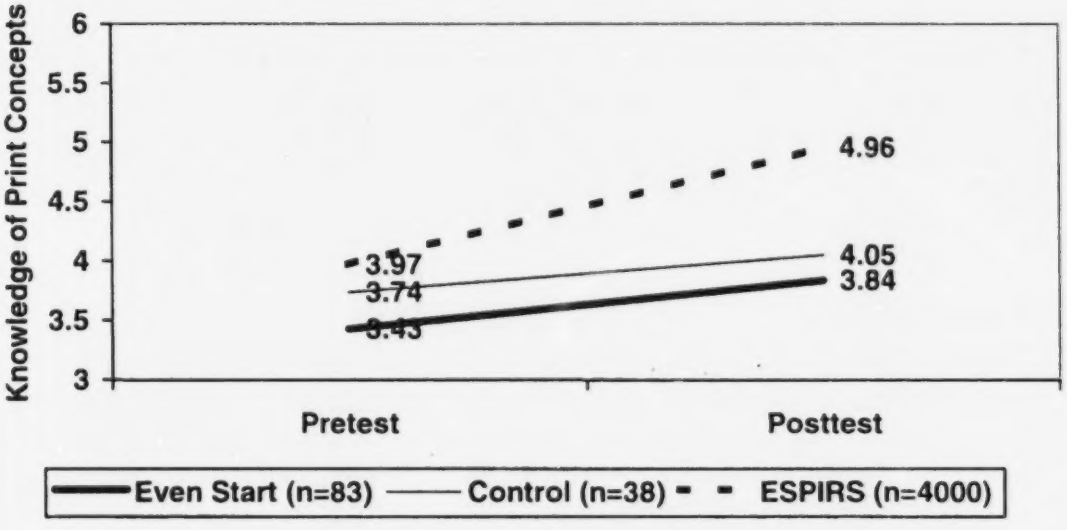
- Extent to Which Child Reads (age 2,7 – 7.,11): Has values from 0 to 9. Value increases by 1 if child pretends to read, reads for enjoyment, has memorized book, has favorite book, can follow written directions, can describe something learned through reading, rereads sentences, reads/pretends to read to someone else, recognizes own first name in writing/print.
- Even Start children gain from pretest to posttest (0.65 points or .29 std dev)
- Control children gain (0.25 points or .11 std dev)
- No significant difference between Even Start and control gains (p<.14)

Exhibit 6.1.18: Age-Appropriate Writing Skills (Parent Report, range of 0-2)



- Age-Appropriate Writing Skills: Has values from 0 to 2. Value increases by 1 if child pretends to write, writes some letters of the alphabet.
- Even Start children gain from pretest to posttest (0.22 points or .33 std dev)
- Control children gain (0.24 points or .36 std dev)
- No significant difference between Even Start and control gains (p<.74)

Exhibit 6.1.19: Child Knowledge of Print Concepts (Parent Report, range of 0-9)

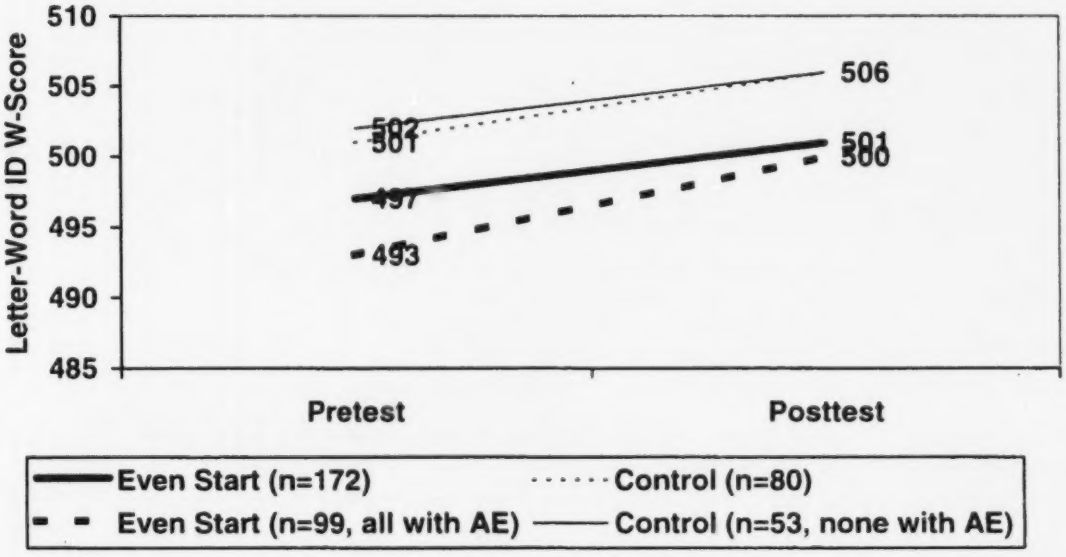


- Child Knowledge of Print Concepts: Has values from 0 to 9. Value increases by 1 if child shows front of book, child shows page where you start, child shows where to start on page, child shows a picture, child shows a word, child shows last letter in a word, child shows a number, child shows a period, child shows a question mark.
- Even Start children gain from pretest to posttest (0.41 points or .21 std dev)
- Control children gain (0.31 points or .16 std dev)
- No significant difference between Even Start and control gains (p<.78)

PARENT OUTCOMES

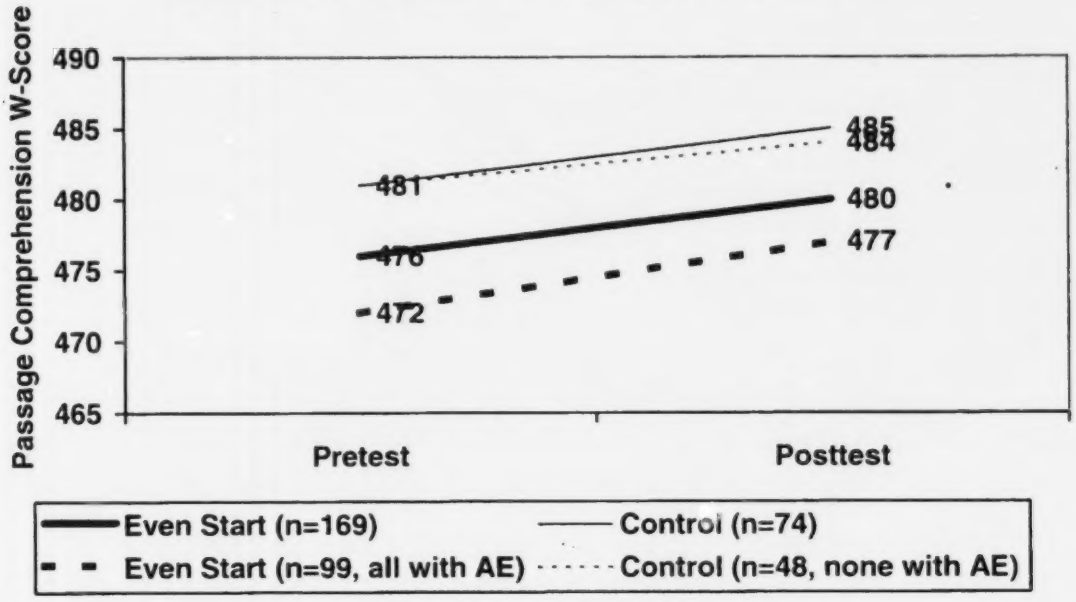
- Woodcock-Johnson
- Parent education level
- Parent GED attainment
- Parent employment
- Annual household income

Exhibit 6.1.20: Adult WJ-R: Letter-Word Identification



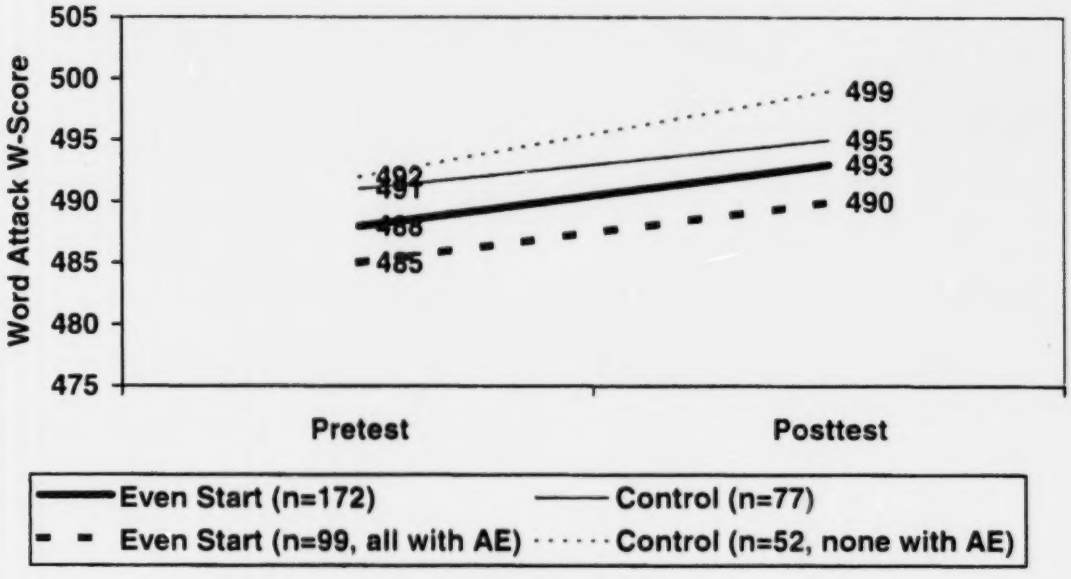
- Letter-Word Identification: The first five items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure reading skills in identifying isolated letters and words that appear in large type.
- Even Start adults gain from pretest to posttest (4.4 points or .21 std dev)
- Control adults gain (5.4 points or .25 std dev)
- No significant difference between Even Start and control gains ($p<.71$)
- At posttest, Even Start adults score at the 5th and Controls at the 8th percentile
- At posttest, Even Start adults score at grade 5.4 and Controls at grade 6.0

Exhibit 6.1.21: Adult WJ-R: Passage Comprehension



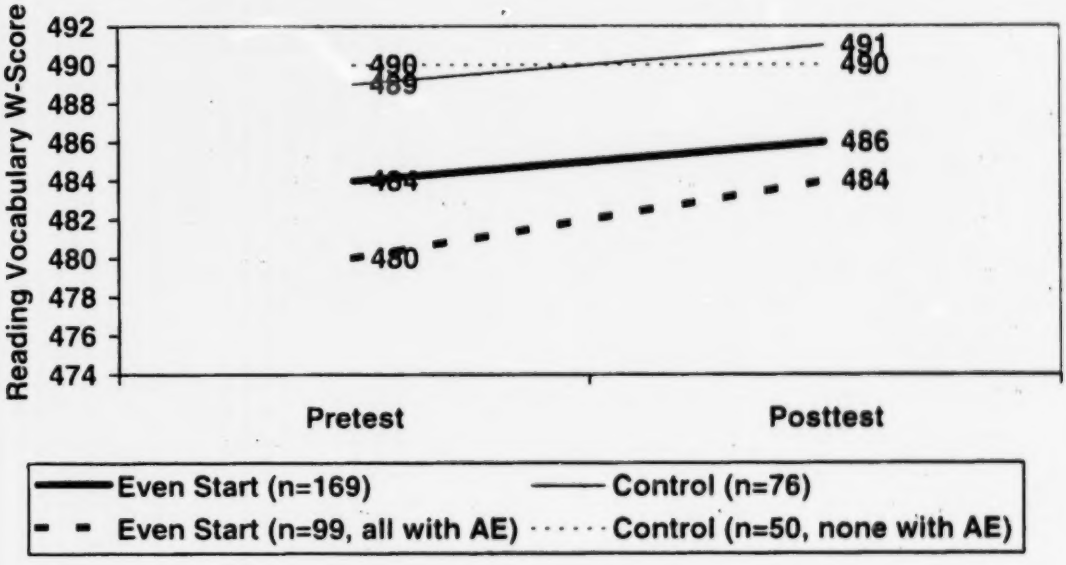
- Passage Comprehension: The first four items are presented in a multiple-choice format requiring the adult to point to the picture represented by a phrase. The remaining items measure skill in reading a short passage and identifying a missing key word.
- Even Start adults gain from pretest to posttest (3.6 points or .22 std dev)
- Control adults gain (4.3 points or .27 std dev)
- No significant difference between Even Start and control gains ($p<.77$)
- At posttest, Even Start adults score at the 2nd and Controls at the 2nd percentile
- At posttest, Even Start adults score at grade 3.0 and Controls at grade 3.4

Exhibit 6.1.22: Adult WJ-R: Word Attack



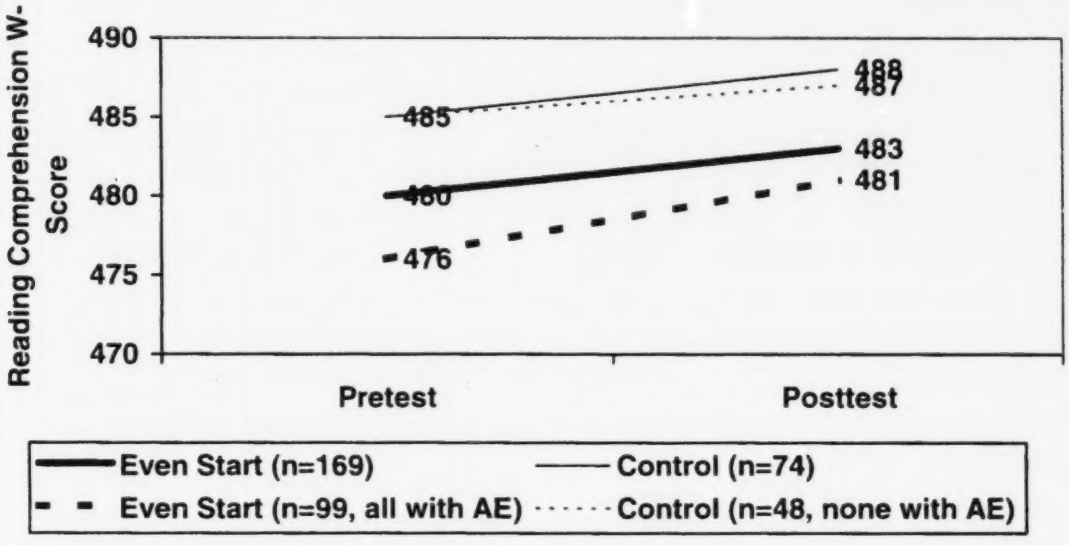
- Word Attack: Measures skill in applying phonic and structural analysis skills to the pronunciation of unfamiliar printed words. Adult reads aloud letter combinations that are linguistically logical but that form nonsense words.
- Even Start adults gain from pretest to posttest (5.4 points or .40 std dev)
- Control adults gain (4.5 points or .33 std dev)
- No significant difference between Even Start and control gains ($p<.65$)
- At posttest, Even Start adults score at the 14th and Controls at the 18th percentile
- At posttest, Even Start adults score at grade 3.8 and Controls at grade 4.3

Exhibit 6.1.23: Adult WJ-R: Reading Vocabulary



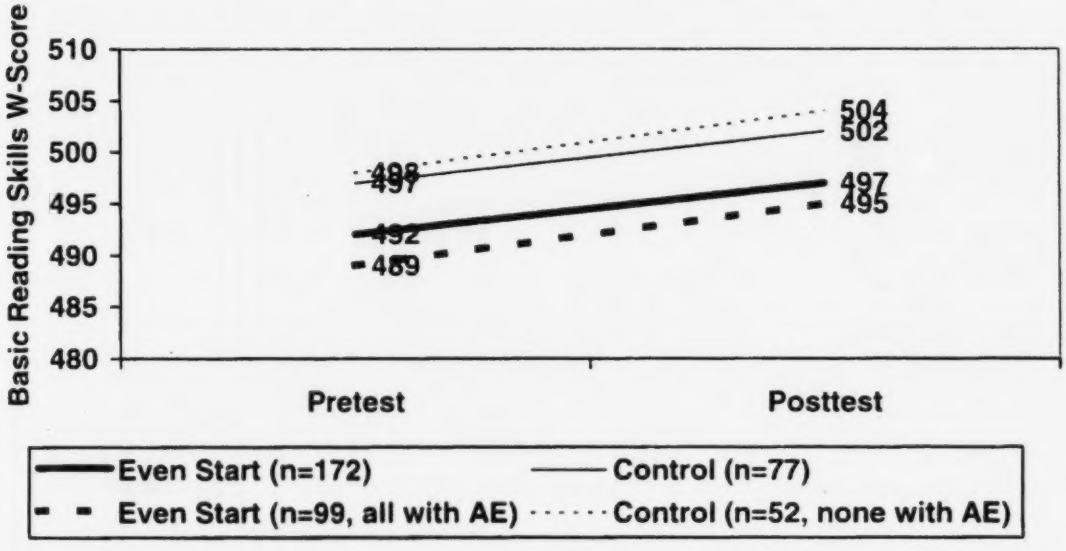
- Reading Vocabulary: Measures skill in reading words and supplying appropriate meanings. In Synonyms, the adult must state a word similar in meaning to the word presented. In Antonyms, the adult must state a word that is opposite in meaning to the word presented.
- Even Start adults gain from pretest to posttest (2.4 points or .15 std dev)
- Control adults gain (1.6 points or .10 std dev)
- No significant difference between Even Start and control gains (p<.56)
- At posttest, Even Start adults score at the 1st and Controls at the 2nd percentile
- At posttest, Even Start adults score at grade 3.3 and Controls at grade 3.9

Exhibit 6.1.24: Adult WJ-R: Reading Comprehension Cluster (Passage Comprehension + Reading Vocabulary)



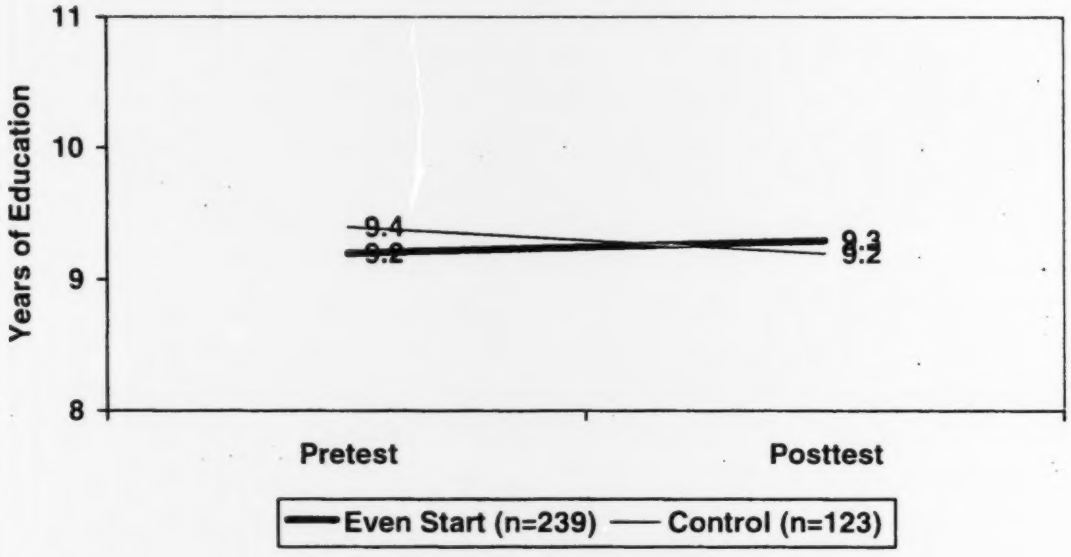
- Reading Comprehension Cluster: A cluster of scores that provides a measure of reading comprehension skills that includes both comprehension of single-word stimuli and context-embedded stimuli. Sum of Passage Comprehension and Reading Vocabulary.
- Even Start adults gain from pretest to posttest (3.0 points or .20 std dev)
- Control adults gain (3.0 points or .20 std dev)
- No significant difference between Even Start and control gains (p<.99)
- At posttest, Even Start adults score at the 2nd and Controls at the 2nd percentile
- At posttest, Even Start adults score at grade 3.2 and Controls at grade 3.7

Exhibit 6.1.25: Adult WJ-R: Basic Reading Skills Cluster (Letter-Word Identification + Word Attack)



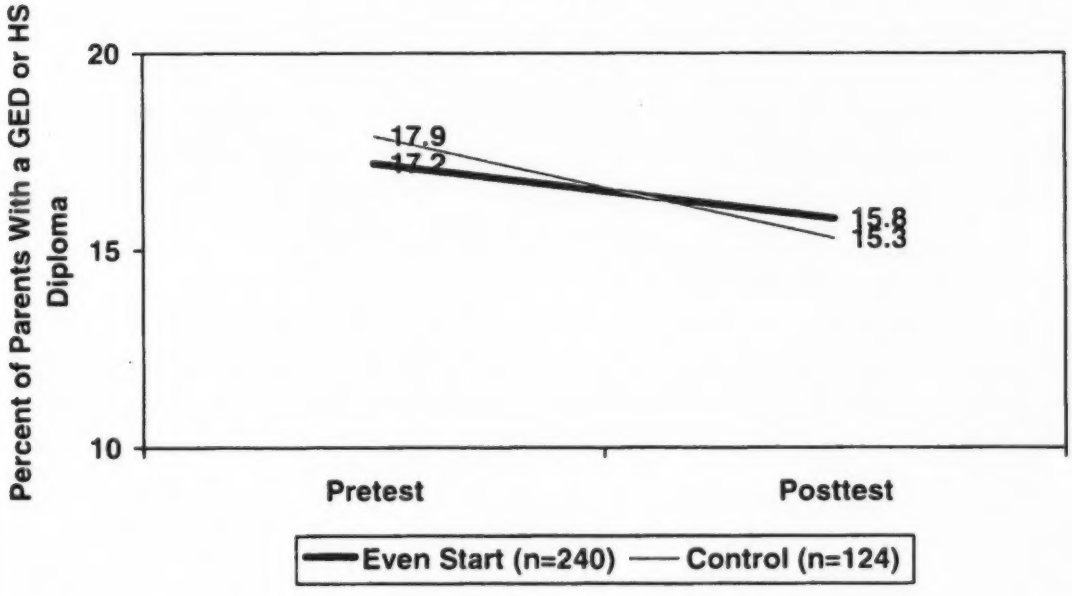
- Basic Reading Skills Cluster: A cluster of scores that provides a measure of basic reading skills that includes both sight vocabulary and the ability to apply phonic and structural analysis skills. Sum of Letter-Word Identification and Word Attack.
- Even Start adults gain from pretest to posttest (4.9 points or .33 std dev)
- Control adults gain (5.3 points or .35 std dev)
- No significant difference between Even Start and control gains (p<.83)
- At posttest, Even Start adults score at the 8th and Controls at the 12th percentile
- At posttest, Even Start adults score at grade 4.6 and Controls at grade 5.3

Exhibit 6.1.26: Parent's Education Level (in years)



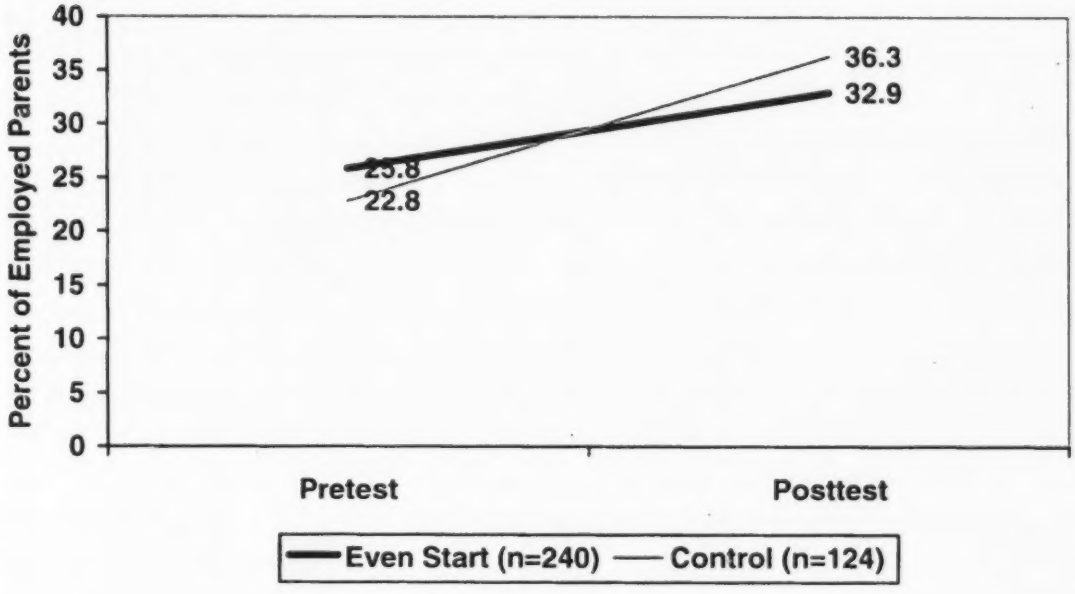
- Even Start adults gain minimally from pretest to posttest (0.09 years or .03 std dev)
- No significant difference between Even Start and control gains (p<.12)

Exhibit 6.1.27: Percent of Parents Who Have a GED or High School Diploma



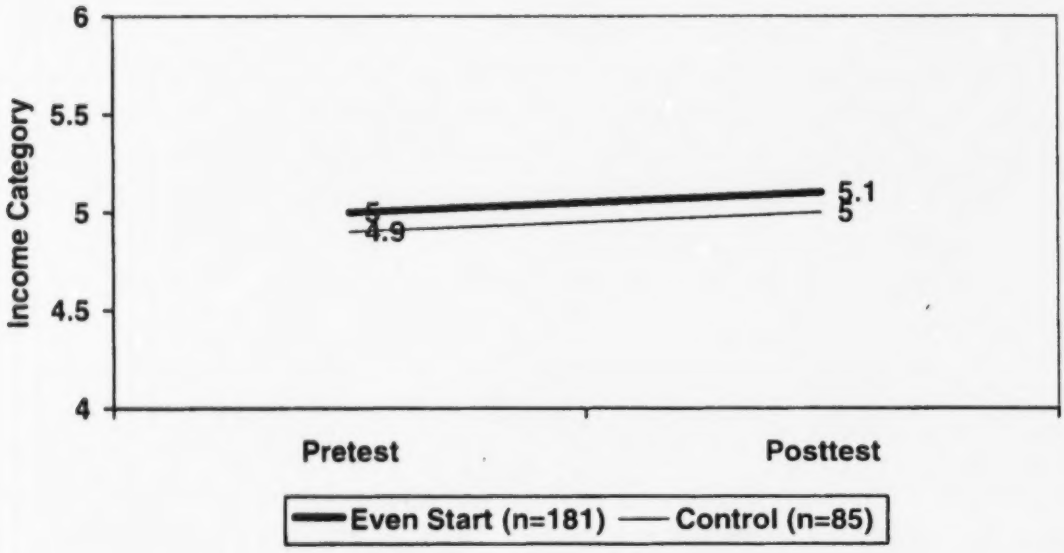
- Even Start and control adults lose minimally from pretest to posttest (due to reporting error)
- No significant difference between Even Start and control gains

Exhibit 6.1.28: Percent of Employed Parents



- Even Start parents gain 7.1 percentage points
- Control parents gain 13.5 percentage points
- No significant difference between Even Start and control gains

Exhibit 6.1.29: Annual Household Income (categorized)

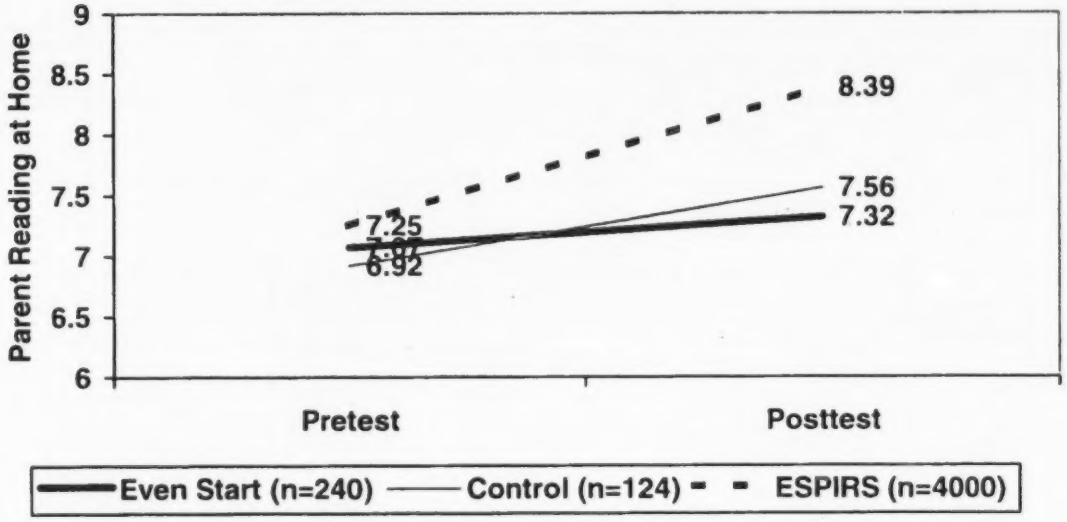


- Income Category: 1=< $3,000, 2=$3,000-$5,999, 3=$6,000-$8,999, 4=$9,000-$11,999, 5=$12,000-$14,999, 6=$15,000-$19,999, 7=$20,000-$25,000, 8= > $25,000
- Even Start adults gain from pretest to posttest (0.08 points or .04 std dev)
- Control adults gain (0.10 points or .05 std dev)
- No significant difference between Even Start and control gains (p<.91)

PARENT REPORT OF PARENT LITERACY AT HOME

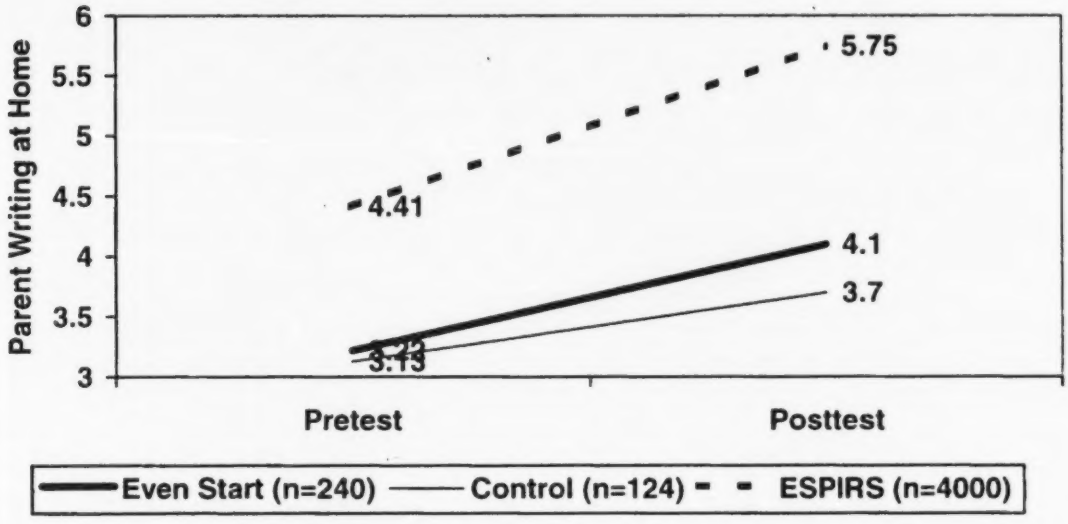
- Variety of parent reading
- Variety of parent writing

Exhibit 6.1.30: Variety of Parent Reading at Home (Parent Report, range of 0-12)



- Variety of Parent Reading at Home: Has values from 0 to 12. Value increases by 1 if parent reads letters or bills, advertisements, street signs, books, newspapers, labels on food, coupons, notes from teacher or school, magazines, TV Guide, instructions, religious materials
- Even Start parents gain from pretest to posttest (0.25 points or .09 std dev)
- Control parents also gain (0.65 points or .24 std dev)
- No significant difference between Even Start and control gains (p<.22)

Exhibit 6.1.31: Variety of Parent Writing at Home (Parent Report, range of 0-11)

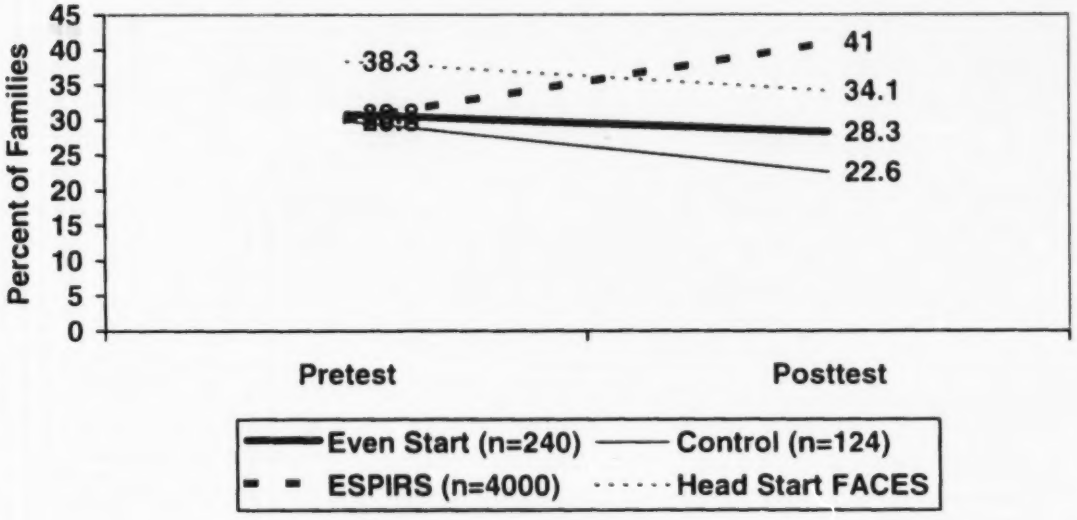


- Variety of Parent Writing at Home: Has values from 0 to 11. Value increases by 1 if parent writes appointments on calendar, grocery lists, notes or memos, forms or applications, letters, checks or money orders, greeting cards, crossword puzzles, journal or diary, recipes, stories or poems.
- Even Start parents gain from pretest to posttest (0.88 points or .38 std dev)
- Control parents also gain (0.57 points or .24 std dev)
- No significant difference between Even Start and control gains ($p<.25$)

PARENT REPORT OF PARENT-CHILD READING

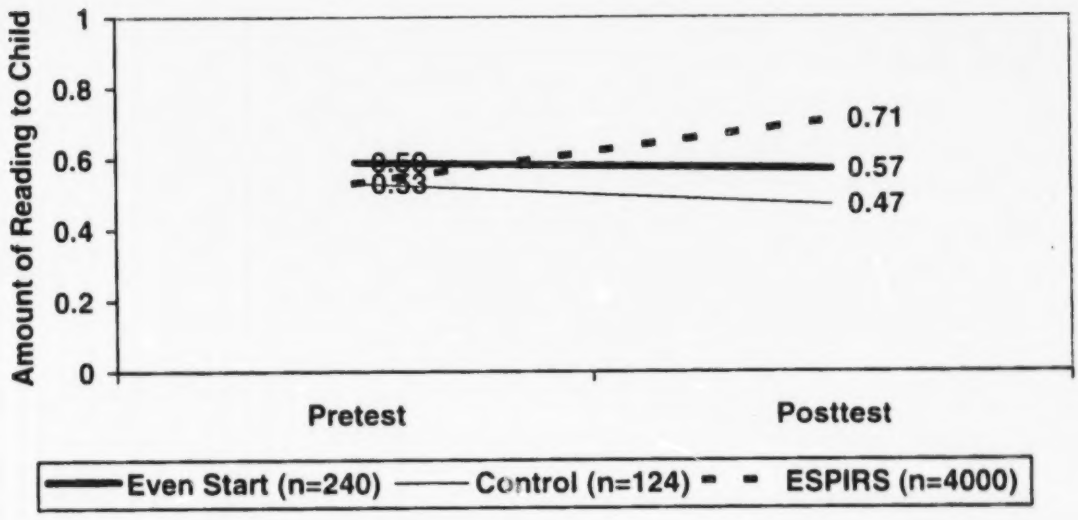
- Parent reads to child daily
- Amount of reading to/with child
- Variety of reading to/with child
- Quality of reading to/with child

Exhibit 6.1.32: Percent of Families That Read to Child Daily (Parent Report)



- Percent of Even Start families that read to child daily is lower at posttest (-2.5%)
- Same pattern for Control families (-7.3%)
- No significant difference between Even Start and control gains (p<.30)

Exhibit 6.1.33: Amount of Reading to/with Child (Parent Report, range of 0-3)



- Amount of Reading to/with Child: Has values from 0 to 3. Value increases by 1 if parent reads to child every day, someone else reads to child every day, parent tells story to child every day.
- Even Start families stay constant from pretest to posttest (-.02 points or -.02 std dev)
- Control families do less reading with child at posttest (-0.6 points or -.08 std dev)
- No significant difference between Even Start and control gains (p<.67)

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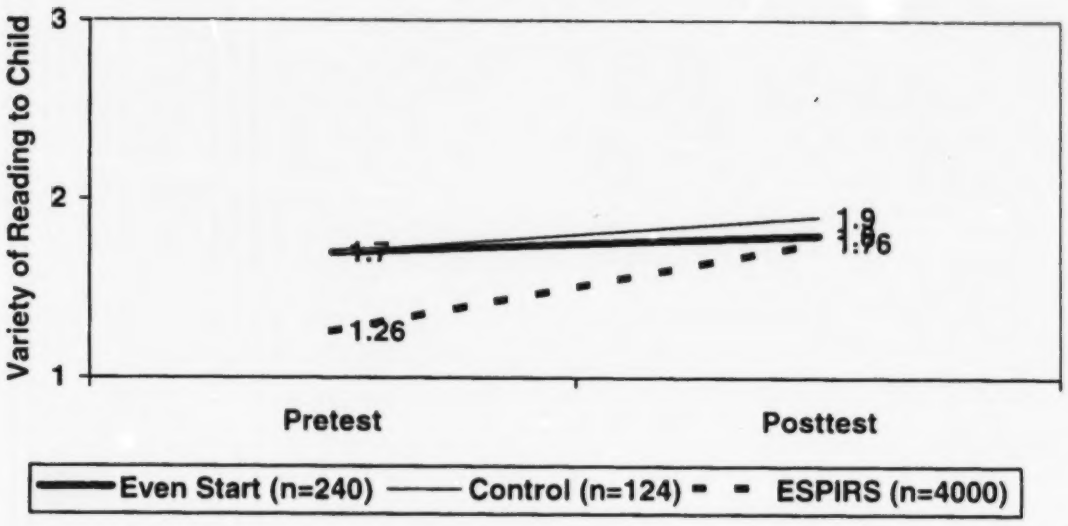
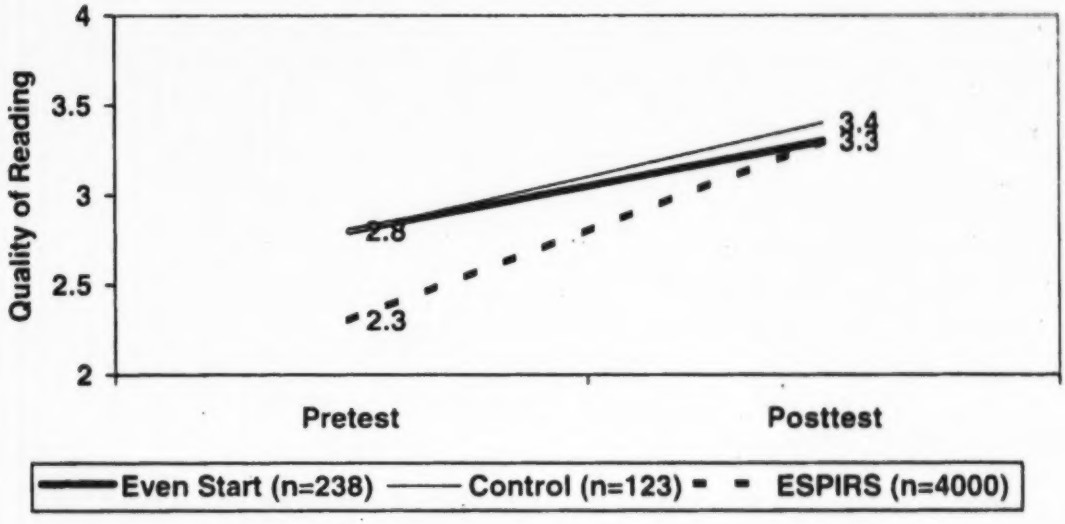
Exhibit 6.1.34: Variety of Reading to/with Child (Parent Report, range of 0-5)



- Variety of Reading to/with Child: Has values from 0 to 5. Value increases by 1 if parent does the following to/with child: reads newspapers, reads magazines, reads store catalogs, reads funnies or comic books, reads TV listings.
- Even Start families gain from pretest to posttest (0.10 points or .07 std dev)
- Control families also gain (0.19 points or .14 std dev)
- No significant difference between Even Start and control gains (p<.60)

Exhibit 6.1.35: Quality of Reading to/with Child (Parent Report, range of 0-5)

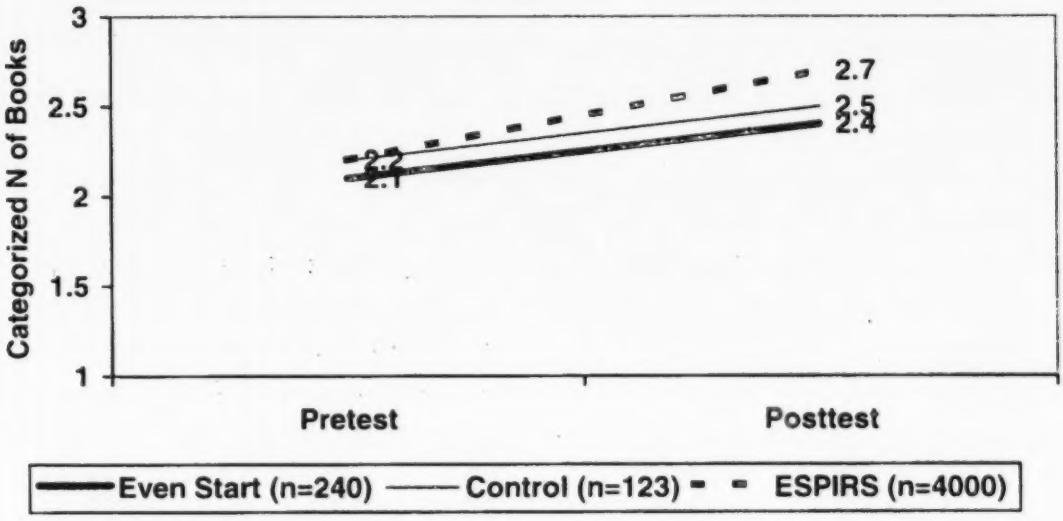


- Quality of Reading to/with Child: Has values from 0 to 5. Value increases by 1 if when reading to child, parent stops and asks what is in picture, stops and points out letters, stops and asks what happens next, reads the same story over and over, asks child to read.
- Even Start families gain from pretest to posttest (0.47 points or .29 std dev)
- Control families also gain (0.56 points or .34 std dev)
- No significant difference between Even Start and control gains (p<.58)

PARENT REPORT OF LITERACY RESOURCES AT HOME

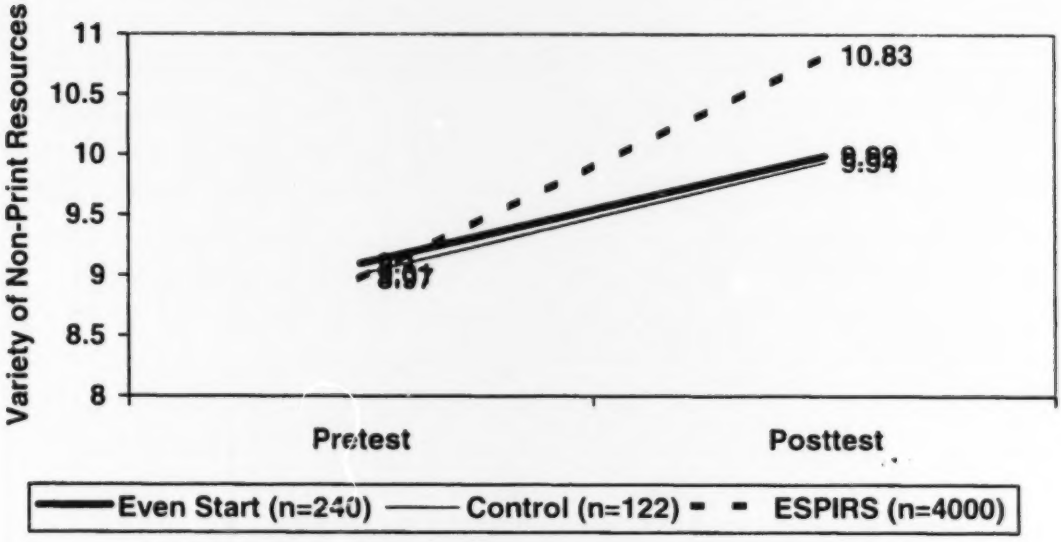
- Number of books that child has
- Variety of non-print resources in the home
- Variety of print resources in the home

Exhibit 6.1.36: Number of Books Child Has (Categorized) (Parent Report, range of 0-5)



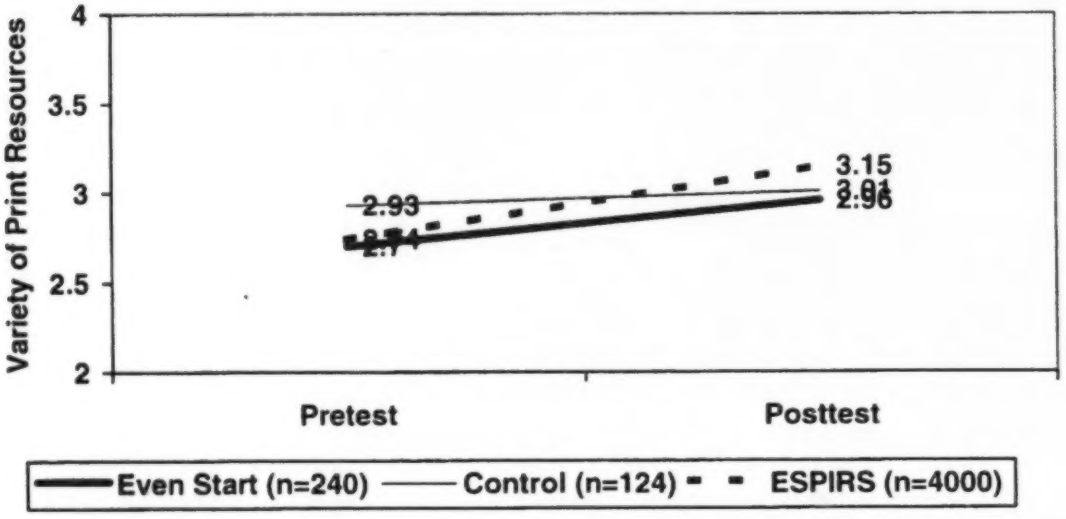
- Number of Books that Child Has: Has values from 0 to 5. 0 = no books, 1 = 1 or 2 books, 2 = 3 to 10 books, 3 = 11 to 25 books, 4 = 26 to 50 books, 5 = 51+ books.
- Even Start children gain from pretest to posttest (0.31 points or .27 std dev)
- Control children gain (0.35 points or .30 std dev)
- No significant difference between Even Start and control gains (p<.74)

Exhibit 6.1.37: Variety of Non-Print Resources in the Home (Parent Report, range of 0-16)



- Variety of Non-Print Resources in the Home: Has values from 0 to 16. Value increases by 1 if the following are available at home: rattle or squeak toys, pull toys, crayons and paper, scissors, blocks, scotch tape, tinkertoys, puzzles or paint or magic markers, picture catalogs, yarn or thread or cloth, clay or playdough, make-believe toys, plants in pot or garden, pens or pencils, typewrite or computer.
- Even Start children gain from pretest to posttest (0.89 points or .29 std dev)
- Control children gain (0.93 points or .30 std dev)
- No significant difference between Even Start and control gains (p<.89)

Exhibit 6.1.38: Variety of Print Resources at Home (Parent Report, range of 0-5)

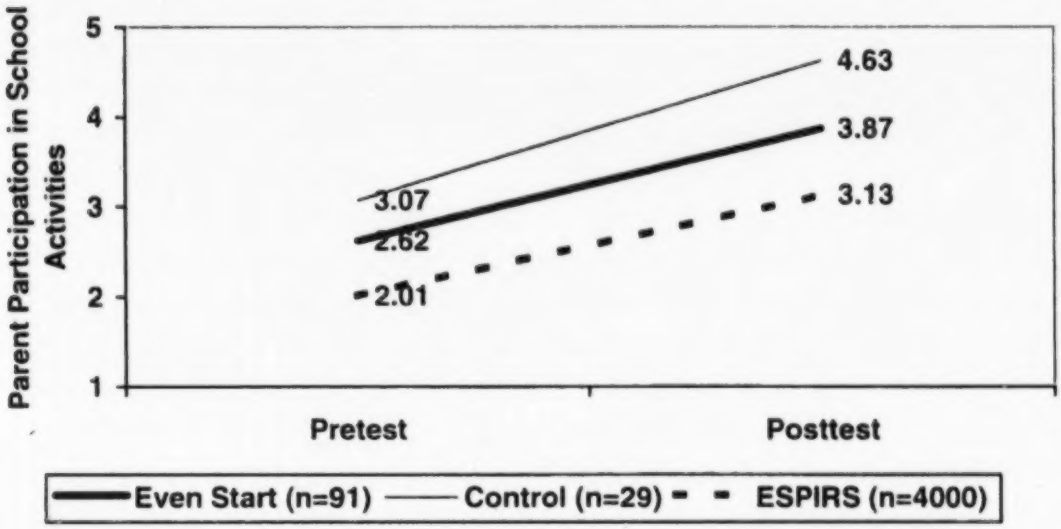


- Variety of Print Resources in the Home: Has values from 0 to 5. Value increases by 1 if the following are available at home: books, magazines, newspapers, TV Guide, comic books.
- Even Start children gain from pretest to posttest (0.26 points or .21 std dev)
- Control children gain (0.08 points or .07 std dev)
- No significant difference between Even Start and control gains ($p<.20$)

PARENT REPORT OF PARENT SUPPORT OF CHILD'S SCHOOL

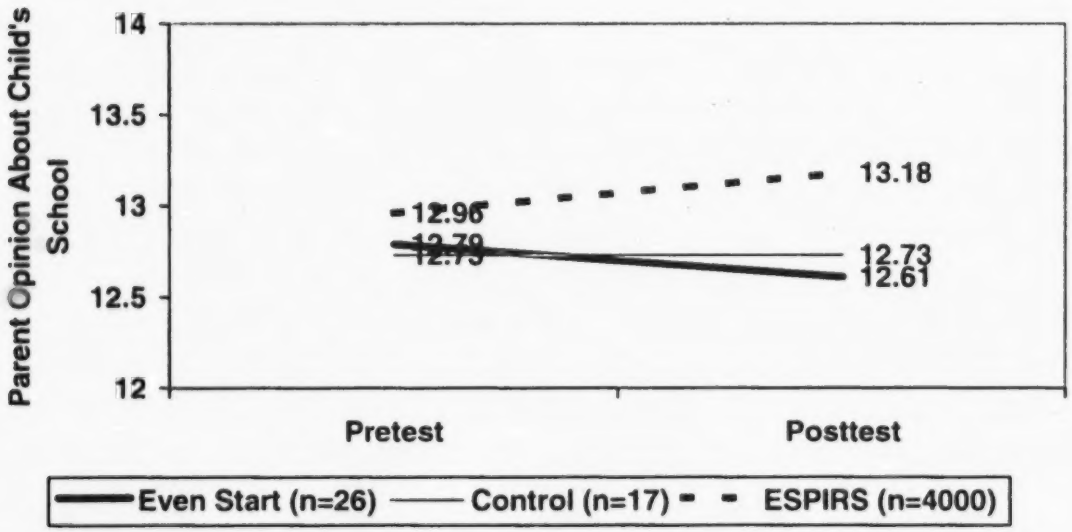
- Parent participation in school activities
- Parent opinion about school

Exhibit 6.1.39: Parent Participation in School Activities (Parent Report, range of 0-12)



- **Parent Participation in School Activities: Has values from 0 to 12. Value increases by 1 if parent does following activities: has conference with a teacher, observes classroom activities, attends a school event, attends an after-school program, meets with PTA, attends a parent advisory committee meeting, helps with fundraising activities, volunteers in school office or library, volunteers in children's classroom, volunteers for school trips, works as a paid employee, serves on preschool committee.**
- **Even Start parents gain from pretest to posttest (1.25 points or .64 std dev)**
- **Control parents also gain (1.55 points or .80 std dev)**
- **No significant difference between Even Start and control gains (p<.57)**

Exhibit 6.1.40: Parent Opinion About Child's School (Parent Report, range of 0-14)



- **Parent Opinion About Child's School: Has values from 0 to 14. Value increases by 1 if parent agrees with the following: school places priority on learning, school assigns homework that is worthwhile, child is challenged at school, child is treated fairly at school, school standards are realistic, child is respected by teacher, parent is respected by teacher, parent would select this school, child gets needed help at school, school is a safe place, it is important for parents to participate in school, parents have a say in school policy, parents support school policy, school maintains discipline.**
- **Even Start parents have lower opinions about school at posttest (-0.18 points or -.06 std dev)**
- **Control parents do not change (0.00 points or .00 std dev)**
- **No significant difference between Even Start and control gains (p<.85)**

EXHIBIT 6.1.41
COMPARISON OF PARENT-REPORTED ADULT AND CHILD OUTCOMES: EDS AND ESPIRS PRETEST DATA

MEASURE	EDS	ESPIRS
Parent Report of Child Literacy		
Child Knows Alphabet (%)	7.9	14.0**
Child Counts to 100 or More (%)	6.9	9.2
Child Knows Colors (%)	48.0	53.5
Extent Child Reads (<2,6 yrs)	1.3	1.0**
Extent Child Reads (>2,6 yrs)	5.0	4.9
Age-Appropriate Writing	1.1	0.8**
Child Knows Print Concepts	4.1	4.1
Parent Report of Parent Literacy at Home		
Variety of Parent Reading	7.0	7.3*
Variety of Parent Writing	3.2	4.5**
Parent Report of Parent-Child Reading		
Parent Reads to Child Daily (%)	30	29
Amount of Reading to Child	0.6	0.5
Variety of Reading to Child	1.7	1.2**
Quality of Reading to Child	2.8	2.3**
Parent Report of Literacy Resources at Home		
Number of Books Child Has	2.1	2.1
Variety of Non-Print Resources	9.0	9.0
Variety of Print Resources	2.8	2.8
Parent Report of Parent Support of Child's School		
Parent Participation in School	2.8	2.0**
Parent Opinion about School	12.8	12.8

Notes: *p<.05, **p<.01. N's vary from variable to variable because some variables are based on subsets of parents/children. For the EDS, n's range from 51 to 417; for the ESPIRS, n's range from 781 to 8,171.

Exhibit reads: In the EDS sample, parents reported that 7.9 percent of children knew the entire alphabet.

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